BOOKLET 3

DIVISION OF LIBRARIES SERVING THE GENERAL PUBLIC

SECTION OF PUBLIC LIBRARIES

Session 114   Tuesday 21 August   12:00–14:30

Rural Community Information Services: Guidelines for researching Need, setting up Services and evaluating Performance
(54-PUBL-2-E)

Elaine Kempson, Taunton, UK

Library Activities at the Workplace
(55-PUBL-3-E)

Birgitta Modigh, Swedish National Council for Cultural Affairs, Stockholm, Sweden

On-the-Job Library Service
(28-PUBL-1-E)

Evgenija Ponomareva, USSR Ministry of Culture, Moscow, USSR

SECTION OF CHILDREN's LIBRARIES. CHILDREN's LITERATURE DOCUMENTATION CENTRES. ROUND TABLE

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Center for Children and Adolescents Books – Children's Libraries
(61-DOCCHIL-1-E)

Elga Cavadias-Hatzopoulos, Center for Children and Adolescents Books, Athens, Greece

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Literacy and the School Library: Librarians and Teachers together against Illiteracy
(48-SCHOOL-2-E)

Christina Stenberg, Swedish Library Association, Library of Skinnskatteberg, Sweden

Literacy and School Libraries
(47-SCHOOL-1-E)

Blanche Woolls, School of Library and Information Science, University of Pittsburgh, Pittsburgh, Pennsylvania, USA

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Graham P. Cornish, IFLA Office for International Lending, Boston Spa, UK

Interlending Audio Books for the Blind: current Access and a Call for a common Forum (64-BLIND-2-E)

Thomas J. Martin and Henry B. Paris, Jr, Library of Congress, Washington DC, USA

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John S. Smith, Cumbria County Council, Carlisle, UK

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Ian M. Johnson, School of Librarianship and Information Studies, Robert Gordon's Institute of Technology, Aberdeen, Scotland

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Leena Siitonen, Graduate School of Library and Information Studies, University of Rhode Island, Kingston, Rhode Island, USA

Mobile Library Services as a functional Unit in Public Library Systems: the Brazilian and the United States Contexts. (1) Mobile Library Services: a Brazilian Scenario (43-MOBILE-3-E)

Rosa Maria de Sousa Lanna, Brazil

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Kjerstin Thulin, County Library, Stockholm, Sweden

Rural Community Information Services
Guidelines for researching need, setting up services and evaluating performance.

Elaine Kempson
Acumen, Taunton, Britain

Abstract

Recent years have seen a growing awareness of the importance of information services that meet the needs of rural communities in developing countries. This prompted the IFLA Section of Public Libraries to convene a small working group which met at the 1987 IFLA conference in Brighton. The group recommended that a project should be set up which would promote and assist the development of such community information services. The first stage of the project was a literature review to establish the state of the art and provide guidelines on the development of rural community information services. This paper summarises the guidelines in three main areas;

- Analysing community needs
- Establishing appropriate services
- Monitoring and evaluating performance.

Recent years have seen a growing awareness of the importance of information services that meet the needs of rural communities in developing countries. This prompted the IFLA Section of Public Libraries to convene a small working group which met at the 1987 IFLA conference in Brighton. The group recommended that a project should be set up which would promote and assist the development of such community information services. The four stages of the project are:

- A literature review to establish the state of the art and to provide guidelines on the development of rural community information services.
- Research in a small number of locations to establish the nature, scope and extent of the need for community information services.
- Establishment, monitoring and evaluation of a small number of experimental services.
- Dissemination of the results.

This paper summarises the draft guidelines which were prepared from the literature review. The intention is that they will be tested and refined at the second and third stages of the project.

They are intended to assist librarians, community development workers, cultural officers and others who are trying to set up information services in rural areas. The aim of the services is to help people to deal with the problems which they face in the course of their daily lives and to participate in the development of their societies.

The underlying philosophy of these guidelines is that a participatory approach should be taken. That is, the local communities themselves should play an important part in analysing their own needs, establishing the service and monitoring and evaluating its success.

The services which result from these guidelines should be appropriate to local needs and they should form an integral part of the community they serve. To achieve this it is necessary

for the services to be developed by people who are:

- Known to the community and considered by that community to be appropriate people for the work.
- Chosen by the community, or who at least work with the acceptance of the community.
- Introduced to the community in ways which satisfy all the traditional and current political protocol requirements.
- Constantly present in the community providing help and attention.

It is important to stress these points. The services we are attempting to develop can only succeed if they grow up as part of the community and if they are owned by the community. This calls for sensitivity, commitment and identification on the part of the workers helping to establish the services.

Finally, it is worth making the point that these guidelines concentrate solely on the provision of information. The importance of traditional library services is not denied – it is simply outside the scope of the guidelines.

Analysing community needs
The first stage in the establishment of a rural community information service is a thorough analysis of the needs within the community. There is always a temptation to move quickly to the establishment of an actual service. It is important to resist this. If the service is to be successful, it is necessary to spend a considerable amount of time and effort working with the community to identify what their needs are.

The review of research has indicated that the nature of the information needed in rural areas varies from community to community and that in most cases people meet their information needs by talking to friends, neighbours and relatives. This does not provide sufficient detail to enable the service to be planned and it needs to be supplemented by the collection of detailed local information.

To collect the detailed information it is necessary to build up a picture of:

- The community to be served – the community profile
- The primary information providers in the community – the information providers' profile
- The information needs of people in the community and the extent to which they are being met – the information needs profile.

To collect the information for these profiles it is necessary to undertake some research. As with all the other stages in the development of the information service it is important to involve the community in the design and conduct of the research.

The community profile.
The aim of the community profile is to enable the project workers to get to know the community as a whole. The profile should cover the community's socioeconomic and political features, its culture and traditions, its leadership and power structure, its economic potential and how its resources are distributed and the nature of its local institutions and decision-making processes.

To achieve this it helps to divide the task into three parts:

- A description of the environment
- An analysis of the population
- An understanding of how people in the community spend their lives.

To collect information about the environment, or the context within which the community exists, it is worth starting by trying to identify and obtain copies of national or regional plans.

Try also to identify national or regional agencies which may collect and store information about the community.

Try to identify and obtain relevant reports or surveys. Try also to arrange interviews with planners and administrators. Spend time talking to key people within the community.

All these sources of information will provide a picture of community and the context within which it exists. They will, however, give an official or formal account of the situation. It is necessary to complement this with a view from the position of someone who is not in authority. To obtain this attend informal meetings in the community; talk to ordinary people at their meeting places, at work and when they are at leisure. Try to see things through their eyes.

The section of the community profile which is concerned with the environment might contain information on the following topics: patterns of settlement and land use; the economics of the community and the nature of employment; transport and communications; utilities and services such as electricity, water and sewerage; facilities such as shopping, health services and leisure facilities, and local government and administration.

The next part of the community profile concerns the population in the community. To obtain this information, start with the most recent census, if one exists. This will provide the basic framework of information. It will be necessary to build on this framework, collecting more detailed information about the community in question. To do this try to identify reports and surveys which contain relevant information. These may have been produced by government departments, nongovernmental agencies or community development organisations.

Try to collect information on the following topics: the size of the population; its ethnic composition; levels of education and, particularly, levels of literacy; health; income levels and the distribution of income; housing; employment, and the cultural background of community.

The information about the community's environment and the analysis of the population will, however, provide only part of the picture. Experience shows that it is vitally important to get to know people in the community – to appreciate not only their physical circumstances and social and political environment, but their beliefs, traditions, values and psychological outlook, their life style and the daily demands on their time and energy. What do they worry about if they cannot sleep at night?

Information of this kind can only be obtained slowly by getting to know the community and the people who live their. It will be necessary to make informal contact, to talk, to observe and above all else, to listen.

Developing a community profile could become a major task on its own, taking years to compile. It is important, therefore to keep the work in perspective. Be quite clear why you are collecting the information – it is to build up a basic picture of the numbers, lifestyle and needs of the people in the community and it will be used to design and to plan the development of the service. The secondary purpose of the process is every bit as important – it is to begin the process of participation by local people and to see needs through their eyes.

To make the task manageable, keep things simple and collect only the information which is essential. If more detail is needed it can be added later. Too much information will confuse rather than clarify the situation.

The information providers' profile
No information service exists in a vacuum. It is important to have a clear picture of existing information provision before any steps are taken to plan a new service. This should include both the formal channels for information provision and the informal traditional ways of information exchange.

It is perhaps easiest to start with the formal channels. These could include the information provided by government services, non-governmental organisations, the mass media and traditional sources such as traditional courts or village elders.

Most of these should have been identified through the community profile. Establish contact with each of the information providers and arrange a meeting or an interview to gather information on the following aspects of the service:

- Who provides the money for, and manages the service?
- What is its prime objective?
- Is there a permanent office in the community or are visits made by extension workers?
- When is the service available?
- How many staff provide information and what training have they received?
- On which subjects do the staff give information?
- In which formats is the information provided?
- How many people do they provide information with each year?
- Is there a mechanism for feeding information back from local people as well as to them?
- Where do they get their own information from?
- What contact do they have with other information providers?

Interviews with traditional, or informal, information providers should focus on their role in the community, the people to whom they provide information, the subject matter and the format of the information and the method by which it is provided.

The information collected in the interviews and meetings should be supplemented by impressions of the services gained from discussions with individual members of the community.

The information needs profile
It is very difficult to assess people's need for information but an attempt to do so must be made if the community information service is to be relevant. The review of the literature indicates that there are many ways of attempting to assess information needs. It is possible, for example, to learn a considerable amount from the community profile and the profile of information providers.

The community profile will indicate areas of social need. Low levels of literacy, for example, suggest that there is a need for information about literacy programmes. Similarly, high levels of infant mortality could suggest that there is a need for information about health, nutrition and sanitation.

The information providers' profile will also indicate different needs for information. In the discussions with information providers a picture should have emerged of the gaps in information provision and of the areas where the information providers themselves feel that they are unable to meet all the needs with which they are faced.

While these two profiles can give much useful information they are unlikely to provide a full enough picture. There is no substitute for a community survey which sets out specifically to identify information needs.

When planning such a survey, it is necessary to be clear about the nature of the information needs which are being surveyed. It is possible to survey information needs in different ways by asking people about different types of information needs:

- Perceived needs. It is possible to learn a lot by simply asking people what information needs they think that they have. The best way to do this is to allow people to say what they consider to be their main needs and then to prompt them by asking about the information they need in particular subject areas such as health or education.

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The problem with perceived needs is that people are frequently unaware that they need information. This may be because they do not see that information can be used to solve a problem which they face – they may simply not appreciate that there is a solution to the problem.

- Actual needs. Another way to explore information needs is to ask people about the information which they have actually needed over the last month or year. Here it is worth noting that for many people "information" is a rather vague concept and it is often more helpful to ask them whether they needed to find an answer to a question, solve a problem or to make a difficult decision.

  It is important to use a timescale which relevant to the experience of the people being surveyed. One month is quite a short time, and might exclude many information needs. Equally a year may be a long time for some people unless the timescale can be related to something like a harvest or a wet season.

- Hypothetical needs. Here information needs are explored by asking people what they would do if they needed information about a particular problem or situation. This may give a good picture of the strengths and weaknesses of the existing information services.

  The problem with asking about hypothetical information needs is that it is necessary to select problems and situations with which people can identify. Even then, many people find it difficult to respond to a hypothetical situation.

- Existing information services. Much can be learned about information needs by asking people about the use they make of the existing information services and about their views of the services.

- Preferred ways of meeting needs. Finally it is possible to ask people how they would most like to satisfy a perceived or an actual need. This approach has the advantage that the responses are not restricted to the services which are already provided. The limitation is that people often find it difficult to think of or to describe services which are outside their experience.

  The main benefit of this approach is that it is the one which is most likely to identify ways of building upon existing informal methods of acquiring and exchanging information.

It is important to stress that these approaches are not mutually exclusive. Indeed, it would be sensible to use more than one in any survey to get the fullest possible picture.

There are three main research methods which can be used for a survey of community information needs: self-completed questionnaires; interviews, and group discussions. Before deciding upon which method to use, it is worth beginning with some informal discussions in the community to ensure that the survey approach adopted is best suited to the community.

These discussions should be held with each of the main groups in the community, taking care not to exclude anyone. Discussions should be held with women as well as with men, with members of all ethnic and caste groups, with farmers as well as commercial and industrial workers.

Having introduced the idea of a survey in this way and having gained the acceptance of the community, it is possible to begin the design of the survey. The first question to answer is which of the three research methods is to be used.

Self-completed questionnaires

These surveys are very common in developed countries, but they are likely to be of limited value in most rural communities in developing countries unless levels of literacy are very high.

If questionnaires of this kind are used they should be short and designed so that they are very easy to complete. Careful thought should be given to the sequence of questions and to

the ways in which they are linked together. Ideally respondents should be required to answer each question in turn.

The questions themselves should be kept as simple as possible and should use words and language with which the people will be familiar. Questions should be of the closed type – that is, the respondent should be able to answer by choosing between a limited number of alternatives. Open questions, where the respondent is asked to write in an answer, are less likely to obtain a response and are much more difficult to analyse.

The success of the questionnaire will improve if it is carefuly designed. It should look attractive and should encourage the respondent to spend the time necessary to complete it.

Self-completed questionnaires are administered in four stages. Having designed the questionnaire it is always worth pre-testing it with a small number of people who can suggest ways in which it can be improved. It is also worth pilot testing the revised version of the questionnaire. In a pilot test the questionnaire is sent to a small sample of respondents to check that it can be completed without difficulty and that it produces the information required.

Having pre- and pilot-tested the questionnaire the amended version can be administered. This is usually done by post with a personal covering letter which explains the purpose of the study, who is carrying out, what the results will be used for and stressing that the information supplied will remain confidential. The questionnaire should give a date and an address for the return of the form and a stamped addressed envelope should be enclosed.

Once the return date is passed it is usual to send reminder letters to those who have not returned the form.

The other major point to consider is sampling. If statistically reliable and generalisable data is required then a random or probability sample will be needed. In such a sample everyone in the community has an equal chance of being included and, if the sample is sufficiently large, the replies should provide a true representation of the views of the community as a whole. Where such precision is not required a purposeful or opportunity sample can be used. In these samples people are selected from different groups in the community in order to cover a range of community needs.

The whole question of sampling is a complex one and there is insufficient space to deal with it satisfactorily here. It is strongly recommended that an experienced research worker or statistician is consulted about this aspect of the survey.

The main advantages of self-completed questionnaires are that they are cheap, they can be used to survey a large number of people and, if the questions are designed carefully, there should be little scope for bias. Against this, they are alien to many cultures, they rely on high levels of literacy and the response rate is likely to be low.

Interview surveys
Interview surveys overcome many of the problems associated with questionnaires. In their most structured form, the interviewer simply reads out questions from schedule which looks very much like a self-completed questionnaire and records the replies by ticking the appropriate responses. Other interview surveys are much less structured and the interviewer will simply have a list of topics to be covered. These are much more difficult to conduct as the interviewer must encourage and control the flow of information, yet do so without introducing any bias into the interview. They also have to record the responses as they go along.

In many rural communities firmly structured interviews are neither appropriate nor possible. In such cases it is necessary to use an unstructured approach and to avoid bias by attempting to retain a neutral stance. The skill lies in being able to show interest in what is being said without becoming personally involved.

A problem arises with recording the results of interview surveys. The interviewer can only

write down a small proportion of what is said in the interview and in selecting and summarising the information recorded it is likely that some bias will be introduced. To overcome this many people use tape recorders. These have their own disadvantages. First, the equipment can, and does, break down. Secondly, tape recorders are not necessarily familiar to the people being interviewed and they may feel uncomfortable knowing that everything they say is being recorded.

Analysing unstructured interviews can be very difficult. It is seldom possible, or desirable, to have the complete tape recording transcribed. Instead it is necessary to listen to the tapes and to make notes which can then be analysed.

The main advantages of interview surveys are that they can provide a detailed understanding of needs and they will give a much higher response rate than selfcompleted questionnaires. They have clear advantages in communities where levels of literacy are low. The main disadvantage is cost. Interview surveys need a lot of time on the part of the researchers and this is always expensive.

Group discussions
Group discussions are another way of gathering the same type of information as the unstructured interview. With this technique, a small group of people – usually between six and eight – meet to discuss specific topics in a relatively structured way. The role of the researcher is to introduce each new topic in turn and to ensure that everyone contributes to the discussion. It is also necessary to control and to stimulate the flow of the discussion.

Group discussions are good for getting a detailed understanding of a small number of issues. Each discussion should last less than an hour and it is seldom possible to cover more than three or four topics. The discussions should be recorded and analysed in the same way as unstructured interviews.

Each of the research approaches has its strengths and weaknesses and it is often worth using more than one. Interviews, for example, could identify a number of key issues which could be explored in greater detail in group discussions. When designing the survey it is worth following these general guidelines:

- Involve local people from all groups in the community at all stages.
- Borrow techniques from other research studies and learn from their mistakes.
- Keep things simple and straightforward. Use techniques which themselves are uncomplicated and which are within the competence of the people undertaking the research.
- Do not collect too much information, restrict it to what is really needed. A simple study fully analysed and interpreted is worth far more than one which collects complex data that cannot be analysed.
- Bring in research experts where necessary to give advice on the design of the study, to provide training, to help with the survey itself or to assist with the analysis of the results.
- Be aware of the distortion which research itself can create. This is particularly important in communities where research itself is an alien concept.

Having conducted the community information survey a picture should have emerged which shows:

- The range of information needed by different groups in the community and the priorities which should be assigned to those needs.
- The existing formal providers of information and the extent to which they meet the identified needs.
- The main informal methods by which information is obtained and exchanged within the community.

- The different factors which will determine the design of the information service, such as the educational and literacy levels; the languages spoken; the periods in the day when people will be free to use the service; the most appropriate location for the service; the availability of transport and communications, and so on.

These results should be discussed with individuals and groups in the community. Not only does this provide an opportunity to check that the results, and the interpretation placed upon them, are valid, it also provides another opportunity to involve the community in the project and to reinforce their commitment to the eventual information service.

It should be possible at the end of this process to have a clear idea of the main groups in the community who have needs for information and the subjects and the nature of those needs. It should also be clear how the proposed information service will need to work alongside and build upon the work of existing information providers. Indeed one possible conclusion is that existing information providers already have adequate means of disseminating information to the local people and what is needed is a resource centre to supply them with appropriate information resources for their work.

Establishing appropriate services
It is impossible to say in advance what the most appropriate service will be for any community. Each service should be designed to meet the particular needs of the community and to fit in with the existing pattern of information provision. It is for this reason that so much emphasis has given in these guidelines to the assessment of community needs.

Once those needs have been assessed, however, it is possible to begin to design and to plan the development of the community information service. A number of basic principles should be followed during this design and planning process.

- Use a community development approach. It is crucial to accept that effective services cannot be imposed on communities, they must be set up from within the community itself. Further,the service should be designed so that it is managed and controlled by the community.
- Build on existing services. The existing information providers should be involved in the design of the new service and an attempt should be made to coordinated developments. In some cases the most appropriate information service might be one which meets the needs of other information providers, leaving them to provide the service direct to people in the community.
- Use a range of information formats. An information service intended for direct use by rural people cannot be based on printed materials alone. It should build on traditional patterns of information seeking, and this will mean using oral communication reinforced by poster, charts, photographs, slides, films, audio tapes and realia.
- Use active information workers. The workers must understand the information that they are handling and they must be able to interpret and apply that information to the particular needs of the user. They should be able to repackage information from government and other organisations into formats that are more appropriate to the villagers' needs. They should also record traditional knowledge.
- The information service should be two-way. The service should act as a communication channel from, as well as to, the local community. The service should enable the local community to feed back to government and others information on the impact of their policies and on areas of need not being met by policies or programmes.
- Learn from others. Build on the experience of others who have established rural community information services.

With these principles in mind, it is possible to begin the actual planning and design. Again it is worth emphasising that members of the community should be involved in the process. This involvement might be achieved through informal discussion groups or it might be more appropriate to establish a formal management group or committee.

The first task should be to specify the objectives of the service. These objectives should cover: the groups in the community that will be served by the information service; the subject areas on which information will be provided; the relationship with other information providers; the style of work of the service, and the extent to which the service will do more than simply provide information.

It will be necessary to decide on a management structure for the service, to locate suitable premises and to decide on the opening hours. The planning will also have to include a consideration of the number and type of staff that will be required and whether they will need training.

It is also worth at this early stage thinking about the information materials and equipment which the staff will need.

Finally, careful thought needs to be given to the financial element of the service. How much money will be needed and where will it come from.

Monitoring and evaluating performance

To ensure that an information service remains effective and that it responds to the needs of the community which it serves, it is necessary to monitor and to evaluate its performance.

The monitoring and performance system should be designed in accordance with eight basic principles. These are:

- Performance monitoring and evaluation should be an integral part of the management process.
- The measures used should relate performance to the needs of the community.
- The measures should assess performance within the limits set by the levels of resources available.
- Performance should be monitored in the context of the objectives of the service.
- Community information services provide an amalgamation of different services.
- The level of monitoring should be determined by the amount of detail required.
- Comparison is an essential aspect of performance monitoring and evaluation.
- Basic measures should be adapted to suit local circumstances.

The starting point should be the measurement of the resources used by the information service. The resources should be related to the size of the community served and figures should be expressed "per thousand population".

Information should be collected on the number of staff, their training and experience and their language skills. The monitoring process should also assess the extent to which the staff reflect the composition of the community.

The information resources should also be measured, both in terms of the resources available to the service and the capacity of the service to produce resources to meet the needs of the community. Finally the premises and equipment available for the service should be monitored.

Having measured the resources used by the service attention now focusses on the performance or output of the service. Here a range of different aspects of the service can be measured. The particular combination of measurements must be determined by the objectives of the service. The following range of possibilities should be considered:

- The range of enquiries. This will give a good indication of what the people in the community feel the service is good at doing.
- The number of enquiries.
- The number of people returning with a second enquiry. This is a good indicator of the extent to which the service is satisfying needs.
- The types of user. This shows whether the service is meeting the needs of all groups in the community.
- Detailed help and assistance. It may be worth recording separately enquiries which required detailed help.
- Information feedback. The volume of this work should be recorded.
- Resource centre work. Where the service aims to provide support to other information providers the extent of this work should be measured.
- Information work with groups. This is a significant element in the work of some centres and should be monitored.
- Repackaged information.The amount of work involved with producing new materials should be measured.

Measurement of resources and an appropriate range of outputs will provide a basis for the regular monitoring and evaluation of the service. This should be supplemented by occasional surveys to assess the attitudes and perceptions of people generally in the community, the users of the service and the providers of other services. Self-completion questionnaires, interviews and group discussions are the techniques which can be used to collect this information.

Evaluation can be a challenging and threatening experience for people working in a service and it is therefore important to involve them in the design of the monitoring and evaluation processes. They should be encouraged to provide a continuous flow of information about the efficiency and the effectiveness of the service.

The local community should also be involved in the evaluation. The final responsibility, however, must rest with the management group or committee.

Planning a community information service should be seen as a cyclical process which involves assessing the needs of a community; establishing objectives in the light of those needs; developing services which will enable the objectives to be achieved; providing services; monitoring and evaluating their performance; revising objectives in the light of performance and changed needs, and so on. Involving staff, management and the local community in this whole process will help to ensure that the community information service is appropriate to the needs of the community it serves.

Library Activities at the Workplace

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Summary
This paper deals with workplace libraries whose aim is to provide employees with recreation and free education, but does not deal with workplace libraries intended primarily to promote company production. The main focus is on workplace libraries in Sweden, the German Democratic Republic, France, Hungary and West Germany, and particular emphasis is placed on collaboration between workplace, trade union and public library.

Workplace libraries have their origins in different traditions and social systems. Two types of workplace libraries could on the whole be distinguished:

- those run by public libraries in collaboration with trade unions and companies,
- those run by trade unions and companies, possibly in collaboration with public libraries.

The former are found mainly in the Scandinavian countries, and Sweden in particular. The latter are found in eastern European countries, France and West Germany. Mixtures of both types naturally exist as well.

Introduction
Workplace libraries have their origins in different traditions and social systems, so that their ways of operating vary considerably. Difficulties arise already in attempting to define "a library at the workplace". With my frame of reference it is fairly obviously a collection of books available to everyone at a workplace, and intended for the instruction and recreation of employees. It is usually run by the local public library. Others may take it to mean a large, well equipped library run by a company or trade union. Perhaps it contains non-fiction concerned with the company's manufacturing processes.

Two years ago I was commissioned by the IFLA Section of Public Libraries to study workplace libraries in a number of countries. I began by sending a questionnaire to the Section's contacts. Already from these preliminary contacts it was clear that two kinds of workplace libraries could be distinguished. They were:

1. Workplace libraries operated by public libraries, and
2. Workplace libraries controlled by trade unions.

The former are found primarily in Scandinavia, chiefly in Sweden, the latter in Eastern Europe and France. It goes without saying that a mixture of both types also exist. A third variation is the workplace library financed and run by companies. I have excluded from this study every type of workplace library which is concerned only with company production, as this is a completely different area of activity. These libraries are not intended to provide recreation or free education opportunities, but aim at furthering and improving company production.

The replies to the questionnaires from the German Democratic Republic, France, Hungary and West Germany contained information about their organisations, the number of workplace libraries, funding, book stock, loans and personnel. I have in addition collected reports, newspaper articles and other material from these countries as well as from a few

others, such as the Nordic countries, USSR and Great Britain.

Through the courtesy of Budapest City Library and the Hungarian trade union SZOT, I was able to spend a week visiting workplace libraries and public libraries in Hungary, which was very instructive. I have also been able to visit France.

A more exhaustive presentation of the study is given in a special report published by the Natioal Council for Cultural Affairs. It contains statistics, examples of workplace libraries and more detailed descriptions of the work of the libraries. The following is a brief summary of workplace libraries in some countries. The USSR will be the subject of separate lecture.

Sweden

Culture and working life is the name of a report, published in 1980, from a joint study conducted within the framework of UNESCO collaboration. The report states that in all the six participating countries (Belgium, France, Hungary, Norway, Sweden and Yugoslavia) the contact between workplaces and libraries has been lost. Large groups have no contact with libraries. In several of the six countries this has led to a discussion between trade unions and libraries on how people at places of work might obtain books in a simpler way. This has long been the subject of discussion in Sweden. Surveys of reading and library habits had shown that members of the Swedish Trade Union Congress seldom visited a library or read a book. Workplace libraries proved to be an effective means of reaching new readers.

The Swedish model of the workplace library has its foundations in the public library but presupposes collaboration between trade union organisations and companies. Distinguished by their small size, flexibility and by being well-arranged, the libraries are easy to use, readily available and open. Unlike company-owned libraries, workplace libraries are intended for use by all employees, and aim to provide recreation, and free educational and cultural activities rather than support company product development.

Their ideological base is to be found in government objectives for culture, which states that the cultural policy should be "formed with regard to the experience and needs of neglected groups".

Many different models have been tested over the years. In some local authority districts the library has a high degree of responsibility for workplace libraries, and their staff issue the borrowed books on their weekly or fortnightly visits to the workplace. Other libraries function as an operational base by providing books and help to the book representatives from the workplaces. There is however considerable variation between the local authorities and the workplace libraries.

Book stocks are small, and almost invariably consist of deposit collections. They are however frequently renewed. In addition, many workplace libraries contain manuals on a more or less permanent basis, magazines, daily newspapers, cassette books and various aids for selecting books. Employees are given the opportunity of ordering books from the public library, and make considerable use of this facility. Other cultural activities are somtimes linked to the workplace library, such as the sale of theatre tickets, art exhibitions, study circles or the documentation of employees' own workplaces.

The number of workplace libraries is approaching 1.000, and are found in nearly 170 of Sweden's 248 local authority districts. Activities have expanded strongly during the 1980s, but there are of course still very few workplaces with access to a library.

Workplace libraries are chiefly located in the large local authority districts with over 30.000 inhabitants. Less than one third of the small districts (with fewer than 15.000 inhabitants) have workplace libraries. This is due partly to inadequate resources, and partly to there being less demand for them. Many of the smallest districts are typical rural areas with very few workplaces.

Three-part responsibility

In the beginning, public libraries had the main responsibility for workplace libraries, which was a natural outcome of the public library initiative that brought them into existence. They were considered to be the library's extended arm in a company, and in some cases there was an ambition to create a small scale traditional public library. Later, the emphasis of responsibility shifted to trade unions and companies, as a means of ensuring that the activity became more firmly established in the workplace.

It has often been a new experience for public libraries to collaborate with trade unions and commercial enterprises. Few Swedish libraries have had anything to do with sponsoring and thereby come in contact with private companies. Because of its collaboration with workplaces in the district, the library has sometimes been accorded another, possibly improved, status and a greater network of contacts.

Who pays?

The question of funding has lately grown in importance. Objections have been raised to part-financing by companies. The question has been raised as to whether a workplace library is not an obvious local authority function, and that with a view to the library's aims for outreach activities, it should therefore be natural to lend books at workplaces.

However, for some local authorities with poor economies, partial funding by commercial enterprises is a means of continuing the work. A growing number of local authorities have reached agreement – either oral or written – with companies on financial compensation for the library service.

Government subsidy

A government subsidy for workplace libraries has existed since 1975/76. Administered by the National Council for Cultural Affairs, the subsidy is intended for setting up a workplace library, and for developing those already in existence. It is paid over a three-year period, and some important conditions are attached: the public library itself must finance a reasonable share of the cost of the workplace libraries. They are to be planned and managed in collaboration between the public library, the company and trade union organisations.

In most cases the subsidy is a prerequisite for having any library activity at all at workplaces. They have developed in a very short period of time; in 15 years 170 local authorities have established workplace libraries. And another 30 were started but were then closed.

New readers

The proximity to books, the constantly changing and freshlooking book stocks, the simple method of borrowing and the influence exerted by interested colleagues all contribute towards recruiting new readers. A great number of personal interviews and written questionnaires have shown that many begin to read when books are easily accessible at the workplace. It has also been shown that people who had previously borrowed from public libraries often stopped doing so when they had books available at work.

At a number of workplaces the library is not run in collaboration with the public library. Some local trade union groups have elected to operate their own libraries. Others start their own in order to arouse interest in the activity, and seek collaborate with the public library after a few years.

Denmark

Although a number of libraries were established, some of which still exist, borrowing books at work has never been so well established as in Sweden. This is partly because the public

library system is so well established in Denmark. But new attempts are under way. A two-year project in Arhus, "The Library and Trade Union" has been set up on trade union initiative.

Norway
Several attempts to establish with workplace libraries have been made, including one in Nome where various types of collaboration between the public library and companies have been tested. Some form of library activity exists today at 35–40 Norwegian workplaces, mainly book deposits from the local public library.

Finland
During the 1970's, a number of public libraries tested the Swedish model for a workplace library. With few exceptions, this activity has largely ceased.

West Germany
There are mainly two kinds of "Werkbibliotheken" in West German workplaces – educational and free-time libraries maintained by the factories (employers) and supported by the trade unions, "Fachbibliotheken". These are research and education libraries, maintained by the factories to promote the employees in their work. I shall deal only with the "Werkbibliotheken".

The first workplace libraries were established in the middle and end of the 19th century. They acted as centres for adult education, but also had the social aim of preventing workers from visiting the pubs. Now – if maintained by the industries and supported by the trade unions – they are regarded as extremely important for adult education at work.
In the years following the Second World War workplace libraries expanded as part of the post-war reconstruction of society. In about 1950, there were som 2.500 workplace libraries, sixteen times as many as exist today.

Workplace libraries should function as

- information libraries
- communication centres
- reading promotion centres

Workplace libraries also play a part in the social life of employees; they are freely available to every category of employee and their families as well. Between 40–70 per cent usually make use of the libraries, and to this should be added the number of family members who are borrowers.

Experience in West Germany has shown that because of the great differences between public and private sectors, public libraries are unable to enter commercial enterprises. Companies are responsible for workplace libraries, as one of a number of amenities provided for employees. Standards vary considerably, depending largely on the financial status of individual companies. One of the library's more important objectives is to enable employees to develop their knowledge by reading non-fiction books.

GDR
Trade unions have been responsible for workplace libraries since 1953. Standards and operational regulations are centrally determined by Freier Deutscher Gewerkschaftsbund (FDGB). In 1968 FDGB entered into an agreement of cooperation with the Ministry of Culture whereby public libraries in some districts would run lending libraries in small companies. This collaboration with public libraries is not however very extensive. The widespread activ-

ity covering almost 700 libraries is run by union trained staff, and just over 900 are run by volunteers. Book loans in 1987 totalled 14.6 million.

As a rule, libraries are placed in separate buildings, with additional books sometimes placed in a canteen and on book trolleys. Book stocks are estimated to be 2–3 volumes per employee. A monitor on loans also acts as a check on readers: each loan is noted on a borrower's card.

FDGB requires all workplace libraries to have union trained librarians, but in practice many are union representatives. Besides lending books, librarians arrange exhibitions, lead debates and study circles on the subject of books and their contents. In addition, programmes with authors are arranged. This all takes place in working hours. Trade unions attach great importance to workplace libraries as a means of raising employees' cultural and educational levels.

France
French workplace libraries (Bibliothèque de Comité d'Entreprise/BCE) are run by company committees which include trade union representatives. The libraries are a result of negotiations between trade unions and employers and are equated with other social amenities to which they are entitled. A law regulating the entitlement of employees to culture at the workplace has been in force since 1985. French workplace libraries are reminiscent of those in Eastern Europe, but are not ideologically controlled. The arrival of parallel library systems was favoured by the relatively poor spread of public libraries.

Cultural committees
Cultural committees exert considerable influence on book stocks (size, composition etc). Opening times and availability vary considerably. Most libraries have special opening times during food breaks, and attempts are made to locate libraries near canteens. A library outside a workplace is less attractive. There is a growing need for trained librarians. Many libraries encourage reading in cooperation with professional authors and amateur writers.

Several attempts have been made to improve collaboration between workplace and public libraries. There are various ways in which it is organised; the Grenoble local library provides a joint service for 14 workplace libraries. A book bus drives to the workplace libraries. In Givors, a district with 20.000 inhabitants, 27 companies receive the book bus service. Cooperation already exists at regional and national level with the national book centre at Massy.

The Ministry of Culture and other institutions and organisations have supported workplace libraries in recent years, and taken a number of steps to develop them. The ministry is currently undertaking a survey of workplace libraries, and a report is expected later in 1990.

Hungary
Hungary has two parallel library systems: public libraries and the union-owned workplace libraries. Originating in different traditions, they have recently begun to move closer to each other, and to cooperate in some fields.

By long tradition, Hungarian workplace libraries are rooted in the trade union movement's desire to be responsible for educating their members. The unions are very involved in training (practical and theoretical), and elementary education, both of which are provided at workplaces. Cultural matters are an important part of union activities as well as members' leisure time activities. The union-owned libraries are mainly found in state-owned factories, but are also located in cooperatives and institutions such as hospitals. There are 5.000 workplace libraries in all, i.e. slightly more than the country's public libraries.

Workplace libraries have consistently smaller book stocks than the public libraries, and fewer loans are issued. This is felt to be because the small book stocks are only able to satisfy

beginners, and that the small amount of loans is because many are unused to reading and thus read fewer books. Nonetheless, the libraries are fairly large compared to the situation in Sweden. But this is due to the very large size of workplaces, and that books are exchanged less often.

Collaborating with public libraries

Every document about workplace libraries mentions collaboration or co-ordination with public libraries. Recent criticism has come mainly from the public libraries, that their very inadequate resources are being dispersed in an unfortunate manner. Borrowing has declined at workplace libraries in the last few years, and resources have dwindled. The flow of information between the two types of libraries does not work well. Despite this, there are reasons for abstaining from collaborating, such as the public libraries' lack of resources, and their being without any natural contact at workplaces.

It is unlikely that there will be a complete merger with the public libraries in the near future. On the other hand, co-operation at local level occurs. In effect, this means that in some areas, such as a mining district or rural area, a union-owned library receives compensation from the local authority to function as a public library. The same is true for some libraries in very large companies.

Talk of a possible merger with the public libraries led the Hungarian trade union SZOT to issue new recommendations for workplace libraries in 1986. These stated that trade unions should continue to be responsible for the libraries. They should be organised to become industrial libraries as well as continuing with their educational tasks. Combined industrial and workplace libraries should be created. Libraries should provide even stronger support for occupational training at workplaces than hitherto. All kinds of media should be made available (including phonogram) at every level.

A gradual reorganisation took place in order to adapt to the new objectives. Every library is part of a network with 34 central libraries, 145 district libraries and a large number of local libraries, most of which contain small deposit collections and are without their own book stocks. The underlying idea is that small libraries should receive more support than the large ones. This means that the central libraries coordinate some public relations activities (book weeks, literary competitions etc), provides professional advice, supervises the activities and also lends deposit collections which are regularly exchanged. The central libraries' role as centres of methodology is very strongly emphasised.

Cultural activities

As a rule, workplace libraries and so-called "activists" (book representatives) have a number of tasks apart from their purely library work. As employees of the trade unions or, in some cases, the companies, they act as teachers to the people at the workplace. They arrange study visits, exhibitions, literary competitions, cultural days, act as secretaries to their company's cultural committee, sell books, coordinate the company's in-house information and much else, which gives them an important social function at the workplace. Nonetheless, their most important task is to keep the library open as much as possible.

On-the-job Library Service

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I. There is an extensive network of on-the-job libraries functionin in the USSR. It is a progressive branch (a time-saving information system) with a primary task of promoting the efficient use of libraries for the benefits of management, science, industry and social maintenance.

The State library system providing on-the-job service consist of 130,000 public libraries and 65,000 scientific and special libraries. Affiliated to these libraries, there are 32,000 libraries arranged and financed by trade-unions. Special libraries supplying literature in particular fields comprise 35,000 scientific, 1500 agricultural, 1000 University, 500 medical and 140,000 Ministry of Education libraries. Scientific and public libraries affiliated to the Ministry of Culture act as focal points for the monitoring of all libraries' activities. They strive to coordinate their service activities by developing co-operative plans, creating joint information centres, carrying out common programmes and encouraging cooperation of on-the-job libraries.

The five-year programme on library service of West Siberian oil-industry complex workers adopted in 1985 is an example of regional cooperation.

Ivanovo region local bodies adopted a common plan on medical literature propagation for on-the-job information service of medical institutions. It is being realized by public libraries together with medical libraries and information agencies, hospitals and medical colleges.

Public and pedagogical libraries pursue cooperation in information service to meet the teachers demands. Information agencies emerge on the basis of state public libraries within the framework of cultural and sports establishments. State and tradeunion libraries functioning at enterprises tend to be united in interdepartment library systems to coordinate their activities on library service of workers.

Though mutual collaboration of libraries witnesses a remarkable development, there is an objective need to improve on-the-job information service. Funcions of users' groups in different regions may vary. In places where departmental and trade-union libraries are properly organized, they provide on-the-job library service, whereas state public libraries function as coordinating points. At the same time, enterprises these libraries belong to, find it economically reasonable to cut down libraries' activities. In this case, on-the-job service functions are mostly performed by state public libraries. Some enterprises run to extremes to close their libraries and try to cooperate with public libraries. All this is resulted in furthering the role of state libraries in their on-the-job service.

II. Information service for government officials and deputies is generally provided by state universal and public libraries. Preliminary data on information availability in libraries, preparation of annotated lists of literature on prearranged subject, information bulletins compilation, literature acquisition for users needs are included in information service. All the information is rapidly supplied to readers. Besides, the so-called "experts days" for officials and deputies are being held. They are monthly arranged to offer book exhibitions, reviews of bibliographies and books currently received, bibliographical references and consultations. Similar activities are promoted during meetings and conferences of specialists.

Control bodies are generally served by public libraries together with control bodies libraries whose book stocks are not so large.

Recently the libraries affiliated to executive committees have been liquidated or listed up under universal scientific libraries who arrange their own delivery stations attached to executive committees. Libraries independence as a result of improved relations between control bodies and libraries leads to the paid information service. The most effective organisation of information service for Soviets can be illustrated on Byelorussia example.

III. Information service for managers and experts calls for a close cooperation between public and special libraries. It is caused by the specific character of information inquiries this category of users makes. They are mostly in need of scientific and technical literature, special documents available only in special libraries. It deserves mention that only 15 per cent of state library users are graduates of high schools and colleges. To improve readers service, plans and programmes on mutual collaboration among on-the-job libraries are being adopted. Local bodies approve regional programmes to foster scientific and technical progress.

State public libraries possess card files of economical and social reference of a region where the needs of regional institutions are fixed. State universal libraries have special departments, sectors of technical, agricultural, medical literature for serving managers and experts. Close collaboration between libraries and professional social entities have been progressing.

Libraries try hard to carry on researchers in anticipation of possible inquiries and build up information database to provide on-the-job library service for managers and specialists. For that purpose, delivery stations and information services are being arranged at enterprises and institutions. There is also a loan department lending materials to individuals with similar demands. "Experts days" on specific subjects are monthly being held for that group of users. There are two ways defined in individual service: selective dissemination of information and differentiated service of managers. According to them, a user can get a list of recent acquisitions, information review bulletins, materials the reader needs. In every group of users there is a person appointed to assist a librarian's activites, that is to make on the spot specification of inquiries, etc. For registration needs in the library there functions a reference bureau comprising borrowers and subjects union card file, individual and corporate information users card files.

Currently special attention has been focused on serving agricultural experts. Since 1980 a network of special village libraries have been expanded, departments of scientific and technical information in public libraries installed, territorial libraries mergings created for agricultural managers and specialists.

IV. On-the-job library service for township or village inhabitants is carried out by state public and trade-union libraries with holdings available for that purpose. Professional literature as well as fiction and other literature are accessible for workers in their job places.

The growing demand of the community have been taken into account by librarians.

According to statistical survey, 90 per cent of required literature is fiction, more than 60 per cent comprise social and political literature, 20 per cent – technical literature. Over 80 per cent of skilled workers use literature concerning their professional activites. As it was stated by sociologists, workers prefer to get books in their job places rather than go to libraries.

As a rule, state public libraries have delivery stations in job places, bookmobiles and book peddling in villages. Special and trade-union libraries dispose of premises and holdings for on-the-job service. Besides, delivery stations are arranged in remote places.

Since early 1980 a team loan have been put into practice according to which a certain

amount of literature is delivered to a worker's job place. In this country there function 20 thousand team loans that make up to 90 per cent of workers be involved in reading. To promote more effective reading, librarians help workers make recommendatory lists of literature. Among on-the-job service activities are weeks and months of book popularization, book exhibitions, reviews and talks, reports on new bibliographies, etc.

Summing it up, we can say that on-the-job library service has been expanding from the conventional, passive approach to readers to more active, extensive service. In serving workers, it is essential to grasp various demands including needs in leasure literature. Managers regard it as a primary way of improving workers' intellectual level and one of the means of seeking enterprise's prestige. A future outlook in promoting the efficent use of on-the-job library service is the introduction of computer systems.

Center for Children and Adolescents Books – Children's Libraries

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Abstract
Greece is a small country with a great history. The urbanization trend which began in the nineteen sixties has led to a deterioration of rural life and a gradual loss of historical and cultural tradition. In the last decade an attempt is being made to re-activate life in the countryside. Within this framework, twenty-two children's libraries were created in remote villages and degraded urban areas. The creation of the Center for Children and Adolescents Books was based on the need to co-ordinate these libraries.

The Center has three sectors of activity: (1) the organization and supervision sector, (2) the publishing sector and (3) the research sector. Although the libraries are organized on a decentralized basis, there is constant feed-back to and from the Center. The first sector includes two of the Center's important functions: (a) the selection of books to be sent to the libraries, made by specialized staff, and (b) the preparation and dispatch of monthly programs on current issues. The second sector aims at complementing rather than competing with the existing market of children's books, by bringing out specialized publications on the subject, such as our bulletin, doctoral theses, etc. The research sector includes a much needed research library on issues related to children and children's books.

Our aim is that there should be constant and mutual feedback between the Center's theoretical and research activity and its everyday practical application in the children's libraries.

This project is primarily financed by a great friend of Greece, Madame Anne Gruner Schlumberger, as well as by the Ministry of Culture and the local Authorities.

Before entering the subject of today's talk on the Center for Children and Adolescents Books and children's libraries, I would like to point out certain peculiarities of Greece's situation. Greece has an area of 132.000 sq.km. and a population of 10 million. The spoken language is Modern Greek. We live in a small land with a disproportionately great history: as you know, the whole of western civilization has its roots in the civilization of classical Greece. Living in a country that feels the weight of such an important heritage, one finds that its assimilation into contemporary culture has certain peculiar outlets. In remote villages you may come across people who know neither to read nor write, but who, as soon as they start telling stories, leave you spellbound with the power and fascination of their narrative. At that moment you realize that you are in the land of Homer.

The concentration of population in the large cities, a trend aggravated after the Second World War, is another of our country's peculiarities and threatens to destroy this age-long assimilation of history and tradition by the simple people. The urban way of life is dominant and the problem lies in the fact that there is no policy of urbanizing the rural population "on site" by granting greater powers to the small and middle-sized urban centers. The emigration of the rural population occurs mainly towards Athens, whose population today numbers approximately 4 million; towards Thessaloniki, with a population of nearly a million; and to foreign countries. The large regional centers such as Patra (pop. 150.000), Volos (pop.

170.000), Iraklio and Kavala are less favored by this massive emigration, and even less so are the smaller provincial centers.

In the sixties, 145 small towns which constitute the economic and social basis of rural regions fell into decline. Even the middle- and large-sized urban centers present a stagnant or barely increasing population throughout the country. One third of the population has settled on 5% of the Greek territory, whereas one half of the population covers only 15% of the soil. The result of this concentration in the large cities is the unbalanced distribution of the population and its activities, the over-centralization of nearly all the economic, social and cultural functions in the large urban centers, and the deterioration of the small provincial towns and the rural population.

It is only in the last decade that an effort has been made to apply a policy of retaining the population in the provinces by reorganizing and activating the countryside in order to achive higher standars of living.

The creation of our research center falls within the framework of this policy. Our project actually started off on a regional basis.

We created our first children's library in a degrated industrial area, Elefsina. Its appeal and success were great.

Following this experiment, we proceeded to create twenty-two children's libraries in the Greek province (map). The villages were chosen on the basis of being small and usually having a total lack of cultural activities. The libraries were set up in co-operation with the Ministry of Agriculture and the agricultural co-operatives. The position adopted was that, at the beginning of their operation, they should be attached to a local institution directly involved with village life, such as the agricultural co-operative.

As soon as the library network began to work, there was an immediate need for the creation of a center which would co-ordinate the twenty-two libraries. So the moment came to move from the province to the large urban center.

The Center covers three areas of activity:

– the first includes the organization and supervision of the children's libraries;
– the second is the publishing sector which includes the publication of the journal "Children's Libraries".
– the third is the research sector which, at this moment, includes the research library.

A. The organization and supervision of Children's Libraries

As we mentioned above, the Center for Children and Adolescents Books controls a network of twenty-two model children's libraries, unique in the whole of Greece.

The organization and co-ordination of these libraries is done from the Center which is situated in Athens. Our principal consideration and aim is that these libraries should have high working standards, offering to their localities a different way of approaching books and reading. Furthermore, our ambition is that these libraries should constitute cultural centers for the local population. We also try to maintain a constant connection between the libraries and the village communities. And, of course, our major concern is that they should work as places where children can gather, feel comfortable, express themselves freely, exchange their ideas and messages, form their own local communities, just as their fathers have the coffee-shop and their mothers their front doors – a meeting place which makes itself felt in the whole village through its activities.

The libraries are open every day except Sunday and Monday, 2 p.m. to 8 p.m., and are meant to attract children between the ages of 4 and 14, as well as adolescents by the parallel operation of an adolescents' section. The co-ordination of the libraries by the Center for

Children and Adolescents Books includes librarianship functions, as well as the preparation of special educational programs, usually on current issues.

The Center communicates with the libraries on a constant basis. The librarians have the obligation to send to the Center the diary which they keep on a daily basis, in which they write their experiences with the children, their thoughts, their proposals, their problems. Statistics about the number of children visiting the libraries and about the daily lending of books are also sent to the Center. Within the context of the Center's communication with the libraries, two of our staff members have the task to visit the libraries three weeks per month, to discuss and help solve the problems and issues raised by the librarians, to contact the other local institutions, and then to convey their experiences back to the Center, where decisions are taken for constantly improving the efficient operation of the libraries.

Let us now consider two important activities of the Center for Children and Adolescents Books in relation to the children's libraries: the selection of books and the monthly programs.

(a) Selecting the books

As Greece has no bibliographical index, we keep track of the publishing scene from the newspapers, by visiting bookshops and being in regular contact with the publishers who offer us a copy of each of their new books free. The final selection of books to be sent to the libraries is made by the Center's specialized staff, after reading the books and judging their quality and suitability for the children for which they are meant.

The selection of books we send to the libraries is based on the Center's wider policy about children's libraries and the way they should function. We believe that there should not be only "children's" books in a children's library. On the contrary, we always try to send books which, although intended to appeal to adult readers, can, with a suitable use at a specific moment, play an important role within a library whose principal function should be to exercise the imagination and reveal the fascination that reading can offer. Such books are, for examle, the various albums of photographs of other ocuntries, historical periods and famous people, art books, etc.

Literature books are another kind of book which is not intended for children but can often play an important part in the library. To start with, the libraries are equipped with literature books for adolescents, which are classified and placed separately within the children's library. However, we often make use of excerpts from literary texts, mainly as part of the activities involved in our monthly programs. The reading of these excerpts can create the magic and atmosphere of the larger text, the specific period, the place and society in which it is set, and can be combined with the presentation of a specific book, the showing of photographs, etc. In this way the excerpts create the stimulus for children to re-read the book with greater eagerness at a later, more mature age, since they will have associated it with a personal experience, with a specific memory.

We believe that it is very important for children to pick up a book in their hands and create a whole world about it with their imagination. That is our principal pursuit in the children's library: that each text should encourage the child to use its imagination. We believe that this function of the library plays an important role in children's mental development which, today, is largely based on television and ready-made images, resulting in the deterioration of a child's power of imagination, of its ability to take off from a text and create images with its own mind. That is, of its ability, upon opening the book, to turn its pages, which on them have nothing but printed characters, into a whole story "... with persons, adventures, events, ... storms, hurricanes or journeys to foreign lands ...", as Michael Ende writes in his "Neverending Story". And he goes on: "... all of these are certainly to be found in the book. But, of course, you have to read them in order to experience them ..." We would add: you must

exercise your ability to bring printed pages to life by reading them. Books are, therefore, as we call them, magic boxes. If you know how to open them, they will fill you with wonder with the surprises, excitement and discoveries they provide.

(b) The monthly animation programs
Let us now consider the way the programs work which is, to a large extent, the basis for the model operation of our libraries.

The plan to send these programs to the libraries was based on the consideration that life in the libraries should be constantly renewed in order to keep up the interest of those using them. A way had to be found for the libraries' books to be used several times without the children getting bored. For this reason we had to come up with new ways of approaching the books. We also had to make children aware of the multiplicity of subjects covered by each book and, therefore, of the possibility of using it in different sectors. For example, a book about the birds of Greece may, of course, be used in a program whose subject is birds, but can also serve in a program on environmental pollution. In this way, children learn to approach a book on various occasions, each time from a different point of view. The same approach applies to the rest of the material available in the libraries, such as posters, records and cassettes.

The programs are prepared at the Center and sent out to the libraries, one each month. The programs' subjects are related to contemporary events and current issues (e.g. Christmas, the seasons of the year, painters, writers, etc.), and draw on the material available at the Center (e.g. foreign editions on painters, etc.). We always try to give an overall view of a subject – this is, to situate it in its historical period, its social context, its geographical setting. In relation to a specific subject, we usually send out a box which, apart from books, contains posters, music (records, cassettes), constructions, games. These boxes are the library's event that children await for impatiently every month. The program is always accompanied with instructions about its application, which every librarian is free to adapt to the needs of the specific library. After running the program in the libraries, the librarians send their criticism and views about the program's efficiency back to the Center.

B. The Publishing sector
Our publishing activity has specific objectives. Our major concern is that our publications should not antagonize other publishers by presenting provocative competition in the market. On the contrary, our publications are selected in collaboration with cultural institutions and books are suggested on the basis of their historical-aesthetic significance for our country. Furthermore, our bulletins, each on a specific subject, are concerned with the different branches of the Center's activities. Another of our future projects is to print doctoral theses by scholars who use our research library.

C. Research sector – research library
The Center's research library was founded in November 1988. Its aim is to promote research on children's books and thus to make those concerned with the subject more aware of the issues involved, by providing them with constant updating on the latest developments in their field. Our research library is open to all adult readers. It is actually used by teachers, psychologists, students, academics, writers, illustrators, translators, publishers, as well as by parents who wish to consult the Center's specialized personnel or the library's collection of books in order to choose some for their children.

The library has undergone the computerization of its functions. It is open to the public five days per week, 9 a.m. to 2 p.m. Lending is authorized only within its precincts. It offers

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photocopying and photographing facilities. Its staff draws up bibliographies and answers queries by phone or by letter. The library's collection includes books, journals, bulletins, reports, video-cassettes, cassettes, records, filmstrips, slides, games, posters. Especially important and perhaps unique in its kind is its special collection of old books, journals and reading-books. The aim of this collection is the preservation of these documents and the creation of a national archive of all printed matter related to children, since this is very inadequately covered by our country's National Library. The library holds material in several languages – Greek, English, French, and German.

Conclusion

We believe that what distinguishes our Cneter is its constant contact, close connection and mutual relations with the network of children's libraries. The operation of the children's libraries is intimately related to the Center's research and scientific profile. The children's libraries offer the researcher direct access to and a working tool for the study of childhood. It is also a place where experimental methods can be applied to the way children can approach literature, history, research.

The way the libraries operate and the issues raised concerning the path they should follow often determine both the needs and the re-orientation of our research projects. Conversely, research carried out at the Center often re-orients the libraries' goals. Our aim and ambition is that the connection between the theoretical research carried out at the Center and its everyday practical application in the libraries should grow constantly closer and more varied. After all, let us not forget that the need for theory and research in the field of children's libraries and children's books arose from the experience derived from the operation of the twenty-two children's libraries.

The Ministry of Culture – General Secretariat of Youth – finance (50%) this project. The local Authorities also support this operation.

I would like to close my remarks with a great thank you to the person who had conceived and put in action and above all financed, at least for its major part, this project.

This person is a great friend of my country and her name is:
ANNE GRUNER SCHLUMBERGER

Literacy and the School Library.
Librarians and Teachers together against Illiteracy

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Abstract

A small municipality in middle Sweden optioned to integrate all its libraries with the school. The main library is located on the premises of the comprehensive school of the main population centre. The population of the municipality is 5.300 and the number of students approximately 600.

What problems are involved when the school and the public library are joined? What is the general scenery within the walls of an integrated library?

Dear colleagues and friends of the library

For me it is a pleasure to have the opportunity to inform you about our work with the school library in the little municipality of Skinnskatteberg.

First, I wish to comment in brief on the municipality as such in order to enable you to better understand the initial position.

Skinnskatteberg is one of Sweden's smallest municipalities with its 5.300 inhabitants. Its total area is also modest, only 660 sq. kilometres, which is equal to approximately 412 sq. miles. You go by car between the most distant villages in about half an hour. Skinnskatteberg is situated 170 km northwest of Stockholm with large forests all around.

For many years, a large state-owned sawmill and board factory has been the entirely dominating workplace with 600 people employed. The board factory was recently closed down due to low profitability, and today many former employees are commuting over long distances to their new jobs.

With regard to population structure, Skinnskatteberg is dominated by unskilled workers, among them a large group of Finns who moved here in the 60's when there were plenty of jobs in the region. The pensioners are a large and growing population segment in the municipality whereas young people are moving out to the major towns in order to continue their studies, and they are returning only to a minor extent. Also a group of Kurdish refugees have settled in the municipality, at present about 100 individuals.

The main population centre of Skinnskatteberg has 2.800 inhabitants and the three other urban areas with a school and a library have a local population of 200 up to 700 inidividuals.

The library's standard

All municipalities in Sweden have a public library. Their standard varies extensively since there is no government ordinance to regulate their activity. It is a voluntary undertaking for any municipality to offer library services and today, in 1990, we have witnessed the first municipality in Sweden to recommend a complete closedown of the library services and consequently the main municipal cultural activity. The politicians claim that this is necessary in order to make funds available for other purposes.

There is, however, a field of public service where the standard varies even more, and that is within the school library sector. In the following, when I talk about schools, I mean the comprehensive school which you in Sweden attend between the age of seven until you are sixteen. This is a joint school for all children who are not, due to handicaps, placed in special schools. Although the comprehensive school is state-controlled, there is only one sentence in the School Statute which refers to the school library. Nothing is mentioned, however, as to size, staffing or media.

Insufficient reading ability despite 9-years, schooling

The school has been subject to extensive debate in Sweden and some of the new ideas assimilated in the curriculum introduced in 1980.

In the 70's several alarming reports were published which indicated that pupils were leaving the comprehensive school without ability to read and understand running text. Many were shocked at this, and the concept of functional illiterates was coined. How could it be possible that pupils who had attended school for nine years had not managed to learn to read (in this context we do not of course include pupils suffering from different handicaps). This resulted in a violent debate in the press with claims that the school had failed in its most important task. Why this incapability in a country where the standard of living is among the highest in the world. None of its children need any more to starve, to be cold or to become exhaused due to hard work before and after school. Why then these inferior results? Even though there have subsequently been studies performed which at least partly correct the first alarming figures, prosperity is not in itself a guarantee of mental and intellectual development.

Was the explanation possibly that the new media with their immense penetration impact have had a negative effect on the children's achievements in school? Here, far away in the woodlands, where there was no literary tradition, the children did not automatically become ardent readers of books in pace with the increase in material standards. Those concerned began to realize that new working methods were required in school in order to create a counter-movement, one which could put a stop to the increase in hours spent watching TV and video recordings, a counter-movement which causes the inherent achievements in the classrooms.

The new curriculum

In the new curriculum the role of general literature was strongly emphasized. The instruction in Swedish is to be dominated by general literature but also in other subjects, such as history and geography, general literature is also to be used.

When the curriculum was introduced in the schools it created a great demand for a varied supply of general literature and a need of individuals well acquainted with child and youth literature.

The new curriculum also emphasized that the students are to use explorative and investigative techniques in their studies. One should no more learn everything from one special textbook but collect facts from different sources. The students are to compile and critically examine the facts and the information they have obtained and for this purpose they need access to numerous books but also to newspapers and magazines.

There were few school libraries in Sweden equipped to cope with the requirements of the new curriculum. Many schools then found it natural to approach the public library in order to explore various ways to cooperate. The public library offered a large and varied supply of books to which the school needed access and there was also the library staff who could offer the children the necessary assistance.

A fully integrated public and school library

In our municipality there was in the 70's a low-standard public library and an equally low standard school library. The responsible parties decided to do something about this. Since these ideas coincided with the discussions about the new school curriculum, it appeared natural to discuss also the school's increasing need of library service.

The idea of having a joint library for the school and the inhabitants of the municapility had for a long time been cherished by certain politicians. Now, it was up to the school board and the cultural committee to survey their plans and intentions and to find out if there were possibilities of reaching agreement.

The requirements of school

As I have already mentioned, the school needed access to a large supply of books, newspapers and magazines offered by the public library. On the other hand, the school teachers were concerned about the prospect of too much of the literature important to schools would be borrowed by the adults in the municipality. The school was not willing to agree to all of the school library books being lent to the public. Fast access to the library was an important precondition – students and teachers wanted to have all of it under the same roof. The School Board also hoped that an integrated library would become a meeting-place for both young and old in Skinnskatteberg. The old public library attracted first and foremost the well educated adults. Maybe a joint library would attract the parents of the school children to come closer to the school by the library. There was a lack of interest among many adults for what the children did at school and the visits by parents were few and infrequent. Perhaps, the library could become a bridge between the school and the parents.

The primary interests of the Cultural Committee

Why then should the Cultural Committee and the public library agree to the instituting of a joint library? Naturally, this would first and foremost be because of the fact that all children were there, in the school, and you could reach the children who had never been taken to the library by their parents. The Cultural Committee was all the time conscious of the possibility that certain groups of adults might experience a joint library as messy. However, the committee decided to give the children first priority.

At last -- a fully integrated library

In 1982, there it was, complete and ready, the fully integrated library. Connecting on to the school and having its main entrance opening towards the major residential area in the village. The Cultural Committee pays the rent for the 700 sq.m. large library, and, to begin with the school paid the salary cost for 20 hours per week of the librarian's work-time. As from 1986 the school pays a full-time librarian's salary (=40 hours/week).

Other staff are one cultural/library manager, 1 librarian, and 2 office employees. The allowance granted by the Cultural Committee for media is for 1990 SEK 390.000.

The school contributes SEK 72.000 which is equivalent to SEK 123/child. This allowance is also to meet the media requirements of the three small, integrated libraries in the rural village schools. The school administration has cut down on its educational aids allowance in order to allocate funds to the library instead. This is entirely in accord with the intentions of the curriculum.

The daily library routines

How then does an integrated library function under everyday conditions.

There are approximately 600 school children in the municipality, 170 of whom in the small

rural schools. These small village schools are visited once a month by the librarian who then brings along new books purchased for the purpose. We read aloud from the books and the children report what they have been reading since last time.

In our junior and senior level classes of the central school, half an hour per week is set aside for library visits. This means that half the class will come to the library one week and the other half the week after. These fixed library hours are to a large extent scheduled between eight and ten in the morning. That is because we open at 10 a.m. for public visitors so that the school has the library at its exclusive disposal between 8 a.m. and 10 a.m.

The permanent class teacher always accompanies the children when they visit the library. In most cases, I am also there when they come during their fixed book-loan hours. We start by discussing the new books I am particulary eager to introduce to them.

Sometimes, the children also have some book they want to show and to recommend to their class-mates. It also happens that we replace the presentation of books with exercises in order to teach the children to find their way about the library.

The teacher and I cooperate in making this library training as meaningful as possible. The children are asked to assist with putting back on the shelves books which other children have borrowed or to collect books for book crates which are to be placed in working-rooms in institutions, doing this by means of lists where I have specified authors and titles. It increases their motivation considerably if they can be my assistants for a while instead of just having library instructions. Half of the effective time of the lesson the children spend on book-loans, and, in principle, they are free to borrow what they want. First and foremost, they are to borrow books for reading at school, but when this is done, they may select the books they want for leisure-time reading.

We have no restrictions as to the number of books they may borrow. The most eager of them will soon find that books are heavy to carry and that it is better to bring with you only a few at a time.

During these class visits to the library one of the major gains of having an integrated library stands out especially. Many pupils manage on their own and find lots of books they would like to read. On the other hand, there are in every class pupils who are listlessly leafing through the books, sighing when they don't find anything of interest to them.

This is when the teacher and I together try to find something that would suit also these children. The teacher can assess the pupil's reading ability and knows perhaps also a little about his or her personal interests. I, on my part, know the essentials of the literature involved, and together we try to locate something which could stimulate an urge to read. Irrespective if the subject is to be dinosaurs or something about love.

Close cooperation with teachers
Every week, I meet with a teacher representative of each of the junior, intermediate and senior levels of the school. At our weekly meeting we check the lists of children's books to be purchased and discuss what subject fields need supplementing. The teachers inform me if there are new plans within the different theme areas in order to enable me in sufficient time to replenish our supply of literature on the subject or borrow the pertinent books from the county library at Västerås.

Seeing that our library is a comparatively small one, we frequently have special-literature assistance from Västerås. We have participated in a major development project on information search together with the other municipalities in the county. The project leader was a librarian in Västerås and we received a state subsidy from the National Council for Cultural Affairs for acquisition of computers and telefax equipment.

Of special importance to the older pupils is frequently to obtain information backup for the

special projects they are working on. They choose subjects such as tropical forests, embryo diagnostics, gene manipulation, and other subjects where the latest research data are those of actual interest. In these cases, we search for articles in the computer under different key words and then display in what magazines these articles are to be found. We send off an inquiry to Västerås and may, at best, have the article via the fax in 5 minutes. To a small library it is of special importance to procure technical equipment enabling it to make use of the resources of the county library and other special libraries.

Since we have invested in a large supply of reference books, there is always something to be found on the shelves of the library when the school children come. By and by, they become increasingly more skilled in ordering information material and in specifying what they need so that we can find it directly for them when searching via the computer.

The municipal school plan

The Swedish Parliament recently adopted a resolution on revised responsibility allocation within the school system. Up until then, the school was characterized by central control also in matters of detail. There is still central controlling when the overriding objectives of the school are concerned, but today it rests with each individual municipality to draw up a school plan indicating how the educational activity is to be carried out at the municipal level in order to achieve the objectives of the curriculum. This plan is to be devised in such a way that it constitutes an adequate basis for follow-up and evalution.

Our own school plan has recently been finished and in it is expressly established that the profiling of our school is to be centered on culture and environment. I quote from the plan on the subjects of culture: "Cultural work within the school is to build mainly on the pupils' own efforts in active creating under expert guidance (e.g. the Local Arts and Crafts Association, authors, musicians, artists).

/–––/

The library and the school of music each play an important role in the cultural work of the school. (See under the individual headlines)".

Further on in the school plan we find, under the heading "Library" that the standard is high in our integrated libraries of which there is today one in each municipal district. It is further stated that the integrated library has an important function to fulfill in the school, partly as a transmitter of culture and, partly, as a supplier of educational aids in a wider sense. In conclusion, it is established that the objective will be to also in the future maintain the same high level with regard to the library's role at the instructional level.

Action plans for the different school levels

In addition to the school plan, which is an important overriding document, where we realise our own intentions in our schools, we have a number of action plans for the individual main areas of the activity.

We have for a long time been working on action plans for the library. Today, when the plans for the junior and the intermediate levels are completed, the most important part of the work is done. All discussions between librarians and teachers as to how the children are acutally to utilize the library have been highly rewarding. We have indeed not been unanimous about everything. The time at the disposal of a librarian is limited, even though 40 hours is liberal as compared with most schools in Sweden.

Participation in meetings with parents in evenings was one of the preferences expressed by many teachers. It proved necessary to restrict this to a certain extent, and we have stated in the action plan that the librarian is always to participate in the Class 2 parents' meeting in autumns. At these meetings, the teachers often take the opportunity to start reading training

according to the Belfield method inviting the parents to participate. In short, this implies that the parents simply listen for a quarter of an hour a day to the child reading from a book of general literature. This is to be regularly repeated every evening during an extended period, preferably three weeks. The teacher and I inform about this and demonstrate to the parents the books which we have planned to use and give the parents an opportunity to choose among them.

The action plans include what rules are to apply, because when the children visit the library on their own, a game of chess is sometimes more tempting than the books. It is all the time a question of for and against when it comes to persuade all and everybody to visit the library frequently but at the same time see to it that the library is not converted into an assembly room for school children. In winter-time in particular it can prove difficult to accomodate all pupils who have an hour free or a break after lunch and want to be in the library. It should be enough peace and quiet there to enable visitors to work undisturbed even if there are some children in the library in their time off, and some during school hours.

Exhibitions
In today's situation we are very content with the way things develop. For ten years the school management, the teachers, the pupils and the librarians have together shaped the library into something positive. In addition to the library acitivity as such, the librarian also administers theatre performances, conserts and visits by authors as well as the library exhibitions. We are particular about taking care of the school children's work of art and exhibit them in the library. What is most inspiring is when we have had a professional artist visiting us, who has inspired the pupils with the result that, after displaying the artist's production, we are provided with a spontaneous pupils' exhibition with interpretations and expressions which are a reaction on the artist's works, previously exhibited.

To the pupils it is, however, meaningful to be able to exhibit their works on other subjects in the library. One of the most successful exhibitions we arranged was of the projects of the Class 9 pupils dealing with Swedish authors. At the library we are actually using these papers when we present books to elderly people.

Threats
Unfortunately I have to finish by telling you that there is a threat to the future existence of our library. In Sweden there is much talk about savings in public expenditure. As I indicated earlier, there are even municipalities which contemplate closing down their municipal libraries. To us who are working with children and libraries this saving spree which has afflicted the municipalities is incomprehensible. Could it actually be that a country like Sweden with the world's highest tax pressure cannot afford to invest in their children? Is it reasonable to erase in haste what has been built up during a 10-year period?

Also in our municipality requests are made for cutting down on the library acitivity. On these occasions it has been lucky for the public library that all teachers, also the pre-school teachers have objected violently. The first savings attack we fended off quite successfully, but we do not know what will happen next year.

Conclusion
A lively and vital cultural life in any community brings strength and inspires faith in the future. To the small municipality it is important to be able to afford investments to such an extent that people want to move there, not only from there. We have to teach our children what is quality in cultural environment.

We have to give them a power to resist in order that they should not become victims of

video violence. It is part of their early life to try us out and to challenge us adults. They will manage, if we have given them steering speed. If not, the risk is great that they will ground.

To invest in children, libraries and books is to invest in the future!!!

Literacy and School Libraries

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On December 7, 1987, the United Nations General Assembly unanimously passed a resolution proclaiming 1990 International Literacy Year (ILY). More than half-way through International Literacy Year, literacy remains difficult to define and illiterates remain difficult to identify. What is not difficult to determine is that the problem exists, and it is one that school librarians should be addressing. For this reason, Lucille Thomas has asked that this topic be a focus at this meeting of the Section here in Stockholm.

It should be no surprise to anyone who knows Lucille Thomas that literacy would be a priority even if it had not been so for the United Nations, UNESCO (the lead agency for ILY), and the International Federation of Library Associations. While her primary interest has always been school librarians and their libraries, she applauds the efforts of school librarians in the literacy movement:

> School librarians and children' librarians are the unsung heroes and heroines in the literacy effort. They often give the child his or her first exposure to information resources and mold information behavior for the future. They whet the appetite of the youngster by sharing stories, nursery rhymes and picture books. School and children's librarians select and provide the many materials required by the child for formal learning activities, and they give guidance to recorded knowledge. In essence, they have a fundamental role in educating and shaping the child's future information habits.[1]

Information habits and information seeking behaviors are severely limited when information is limited. These habits and behaviors remain unformed when potential users of information cannot read. Basic literacy, learning to read and write, is the primary skill needed if children are to be educated and to realize fully their potential. Reading and libraries were the basis for early education in the United States.

At the beginning of the nineteenth century, many Americans visited Europe to observe educational practices there so they could improve education in the United States. It was their observation that

> the development of intelligent citizens depended not only upon teaching reading but also on providing reading opportunities. It was for the purpose of providing such opportunities that the school district libraries came into being.[2]

Defining literacy and illiteracy

Many definitions for literacy, illiteracy and related terms exist. They have both qualifiers and age designations. To qualify as literate, the person is able to read and write; the illiterate cannot. The next level is the functionally literate, defined as one who can read at a certain grade level and can complete applications, understand directions among other "tests". Reading and reading opportunities leading to the development of intelligent citizens was the definition of literacy in the U.S. in 1800. Helen Lyman in the 1980s says literacy is

> not merely learning to read and write, but a contribution to the liberation of men (and

women) to fulfillment and control of one's own life. Literacy can be defined only in relation to the social, cultural and economic environment.[3]

It is very difficult to count the number of citizens who cannot read and write, and impossible to determine the numbers in "control of one's own life." Educators in the United States continue to work toward this "liberation", this "control of one's own life". It is not easy, and the rate of success is slipping rather than growing.

In the United States, literacy statistics show a drop in the number of literate adults, and the nation has become 49th of 158 among the other members of the United Nations in literacy.[4] Statistics for the world indicate that there are approximately 1,000,000,000 illiterates in the world. In 1985, 889,000,000 illiterates were counted among those fifteen years and older.[5]

Age designations may depend upon the qualifier or may have a different context. At the present time persons are defined as "illiterate" when they are over sixteen and not enrolled in secondary school. Others suggest that this age is too old. Davidson writes that

It is in early adolescence that those who don't read or who read far below their peers and the expectations of school begin to cross the border into the illiteracy statistics... It is estimated that 85 percent of the juveniles who appear in court are unable to read. Teen mothers are overwhelmingly from the ranks of illiterate adolescents.[6]

Literacy problems appear in elementary grades, but this is considered somehow different from illiteracy. When the American Library Association (ALA) presented twenty-nine Exemplary Library Literacy Program Awards, a single school library was so honored.[7] In her presentation at ALA, the librarian, Mary Poston-Wolcott, mentioned the difficulty in getting her principal to agree to initiating a literacy program. His comment, "Literacy is for adults". This concept affects the research focus on literacy in the U.S. A national study reported in 1988 described literacy education as providing

learning opportunities for adults sixteen and over who are not enrolled in secondary school. The opportunities include the range from initial acquisition of basic reading ability through the threshold of functional literacy in home, work and community.[8]

Although school libraries were to be included in this study and school districts were sent questionnaires, "the response rate to the initial mailing was very low",[9] and no "adult" literacy activities were reported in secondary schools. A previously reported study included school libraries, but stressed the teaching of reading:

Of the different types of libraries with actual or potential involvement in literacy education, public school libraries are of special interest to this study. This special interest... stems from the environment (i.e. the school) in which these libraries operate–an environment which is naturally conducive to the effective provision of literacy services–and from the magnitude which public school libraries represent among all other types of libraries...

Literacy has been perceived as prominent among the skills schools are expected to teach, since literacy skills are crucial in achieving most other education goals as well as in managing daily tasks and effectively performing in a variety of areas of work... However,... schools have not been as effective as expected in this task.[10]

According to this study, the actual involvement of school libraries in literacy was dependent upon the availability of library staff, funds, and staff training or experience in literacy education, and involvement was not high. In many schools, reading specialists were employed as

part of the district's Federal programs. They took responsibility for literacy problems that could not be solved by the classroom teacher. These positions were eliminated in the early 80s as Federal funds for education were sharply reduced. At this time, students were identified as needing literacy education when they were reading one, two or more years below grade level. Literacy education was targeted to these students. This definition of literacy in the context of basic education is the student who is achieving below grade level, and it is a responsibility assigned beginning in the first experiences in school.

If one truly accepts that literacy education begins with the acquisition of basic reading and writing ability, it is logical that the emphasis on literacy education be focused on the child and in the schools and school libraries. Illiteracy can be prevented if it is caught in the early stages. Certainly it is not practical to wait until the child has grown to be "18 years old and over." Illiteracy can be prevented if children have access to a wealth of "reading opportunities", the legacy of early education in the U.S.. The wealth of opportunities can be provided in school libraries.

Role of the school library
School libraries can do much to solve the problem of adolescent literacy and another related term, "aliteracy" or people who can read but do not. The school library can help solve the problem of both illiteracy and aliteracy by providing reading opportunities through parents, preschool, and school libraries; by providing strategies, and by helping to build self-esteem.

One method proposed to break the cycle of illiteracy, is to provide "strategies" for new readers and writers. Davidson defines *strategies* as

> the generic questions that readers and writers ask themselves as they pilot their way through the text... figuring out unknown words.[11]

The school librarian listens to students who read aloud individually and provides opportunities for volunteers to listen to students.

The school librarian can help build self-esteem. According to Davidson:

> Students, however, will not be able to make use of the good books to which they have access nor benefit from the help of experienced readers and writers if they lack self-esteem and incentive.[12]

The school library, the single location in any school where no child need fail, is that place where readers find information at the level of their ability and in the areas of their interest or their need to know to expand that which is being taught in the classroom. The school library has the materials to teach what is included in an expanded definition of literacy, "...comprehending information in various forms: images (pictures and signs) and schema (flow charts, tables, maps), as well as words".[13]
School libraries exist in most schools in the United States; but this is not necessarily true of other nations, and other nations also have literacy problems.

Literacy and school libraries in other nations
Literacy as the liberation of all people on earth, the giving of "control of one's own life" through literacy is yet a distant dream. UNESCO reported

> Asia, with an illiteracy ratio of 36.3 percent, accounted for a total of 666 million, Africa, with an illiteracy ratio of 54 percent, had 162 million; and Latin America and the Caribbean, with an illiteracy ratio of 17.3 percent, had 44 million adult illiterates. To make matters worse, 100 million children in the developing countries between the

ages of six and eleven years were not enrolled in school. In the developed industrial-ized countries, there were 20 million illiterates, but the problems of *functional literacy*, the inability to use literacy at a level high enough to deal independently with the demands of the economy, society, and politics, were far more extensive.[14]

According to Craver[15] these problems are increased by population growth, language, and undeveloped readership, the means of communicating through language when the country is not English speaking but books are in English, and the ways reading is taught. In developing nations, the lack of funds for international trade and the lack of publishing within the country limit the numbers of materials available. Much is made of the oral tradition, but the oral tradition is limiting.

> The disparity in richness, versatility, and power between the language of a literate cul-ture and that of an oral culture can be glimpsed in their comparative sizes. The average oral language needs only about 5000 words or less, while printed English has a million and a half at its command.[16]

Having stated this author's perceptions of problems related to literacy and the lack or pro-gress toward helping our children take control of their own lives, it is important to reinforce why. Literacy has moved beyond th ability to read and write into becoming information lite-rate:

> a) a survival skill in the information age, b) the ability to acquire knowledge and use it, c) the ability to find information necessary for any task of decision at hand. Who are the information literate? Those who have learned how to learn.[17]

It is but a short step from information literacy to the demand for literacy for electronic information technologies. To be truly successful in this quest, literate readers and library users begin long before age 18 so that they have an opportunity to become information liter-ate and technology literate before they leave basic education. It is our charge to work toward this goal.

Solving the problem
Contrary to those who choose to term problems as opportunities, literacy is a problem. As a problem, it has some possible solutions. The first is to foster a definition of literacy that will reduce the age designation and increase the skills level. The President-Elect of ALA, Richard Daugherty, has chosen for this theme, "Kids who Read Succeed". Literacy is being able to read and write so that one can control one's own life. This is basic education, and it begins with the very young child.

The second suggestion is to, in every way possible, promote the concept of the role of the good school library in the education of students. When providing school library service is difficult because there is little publishing, training for staff, trained staff, when educators do not understand the need for good school library services, the prospect of solving the problem seems insurmountable. This second step includes understanding that good school library service is possible. It is only necessary to begin at the beginning and build from that point, with no apologies.

The third solution is to partner with children's librarians, teachers, parents, church congre-gations, anyone interested in children and building a literate society. Working together can build acceptance of a common goal and understanding of each person's role in achieving the goal.

The fourth suggestion is to communicate. Rather than remain silent about good programs,

they should be written about in journals and especially journals targeted at non-librarians. Pictures and slides illustrate talks to parents, teachers, legislators, members of the community on every possible occasion.

The fifth suggestion is to provide all librarians with a concept of good library service. Library education programs such as the one at the University of Pittsburgh can be very helpful because doctoral students from many countries become interested in school libraries through other students in the program. These international students often take the school library management course and learn about services and programming in the United States. Library education programs in all countries should teach the use of school libraries even if they are not responsible for teaching school librarians in the program.

The sixth solution is to teach teachers about good information services. They must learn to expect their students to think independently and to choose the appropriate information from a variety of sources. Many teachers do not know how to do this themselves, and they must be shown through examples in their teacher education programs as well as in their classrooms after they accept teaching positions.

The seventh suggestion is to work on the image of the school librarian. Some librarians feel they are in a lesser strata than other professionals; and yet, librarians control the world's knowledge. Perhaps before images can be improved in the minds of non-librarians, librarians should work in improving their self-image. Many school librarians do not feel as important as their academic counterparts. In some countries, the school library role is assigned as a secondary and unwanted responsibility to a classroom teacher, thereby continuing the perception that school librarians are less important. In this situation, a school librarian must work even harder to present the importance of information in the life of children.

Changing self-images and improving the image of the librarian can build and expand the expectation that, working together, school librarians can make a difference in the literacy of the children of the world, to help them form information habits and improve their information seeking behaviors, to help them become well educated citizens, in control of their own lives.

Footnotes

[1] Thomas, Lucille C. "Librarians Can Make a Difference", *Bookmark* 44 (Spring, 1986):174.

[2] Cecil, Henry L. and Heaps, Willard A. *School Library Service in the United States: An Interpretative Survey.* New York: The H.W. Wilson Company, 1940, p. 41.

[3] Thomas, *ibid.*

[4] Wilson, Pauline, "Youth Services in the Information Society". *School Library Journal* 31(August, 1985):22.

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The Philosophy behind International Interlending and its Implications for the Visually-Handicapped

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Abstract

International interlending is one way to achieve Universal Availability of Publications and should be applied to all materials regardless of format. The visually impaired should benefit from this philosophy as much as any other reader. International interlending presents many problems in this area including lack of data on demand, inadequate data on collections, problems with transmitting documents, the need for a formal system and limited financial resources. There are additional problems with customs, copyright and incompatible formats. Some of these problems can be alleviated by adopting solutions used for standard printed formats but others require special attention.

Introduction

When talking about materials for the visually impaired there is a temptation to confuse "interlending" with "distance borrowing". Many countries have institutions which offer distance borrowing facilities, ie a central collection which can be borrowed by readers all over the country by post. This paper does not deal with this type of lending, even if it takes place across national boundaries. The purpose of this paper is to discuss international interlibrary lending which is explicitly between one library and another.

The Philosophy of international interlending

The philosophy which lies behind international interlending is essentially that of the Universal Availability of Publications (UAP). This philosophy is that all publications should be available to all persons at any time when they are required. Clearly this is a Utopian objective which cannot be totally achieved. Nevertheless, it is an essential part of our work as library professionals and underlies much of what we do in our daily work.

There are many ways in which the objectives of UAP can be advanced and one of these is the development of an efficient interlending system.

Please notice that there is no mention of an "international" interlending system at this point and this is in itself important. There is no point in having an elaborate international interlending system if there are no effective national systems to support it. Most international interlending activities rely heavily on the ability of the library network in the appropriate country to be able to locate materials within its borders. Therefore, unless there is one central international interlending point, national systems aggregate to form the international system.

The philosophical basis for international interlending is that each country should take responsibility for making the publications produced within its borders universally available. If every country did this there would be a total global network through which any document could be made available. Documents should be made available as efficiently, quickly and cheaply as is compatible with an adequate service. In this context the word "document" refers to any published material, printed or otherwise and would therefore include materials such as audio-cassettes, audio discs, Braille and Moon texts as well as films, videos, computer gen-

erated works and electronically stored and transmitted materials.

The IFLA Office for International Lending has produced guidelines for international interlending and these have been translated into a number of languages and published in various journals[1]. There are seven principles, namely:

1. National responsibility of national imprints
2. National centres in each country for international interlending
3. National interlending systems
4. Supply of surrogate copies instead of originals
5. Fast methods of transmission
6. All requests received should be dealt with quickly and efficiently
7. Simple systems and procedures should be developed

Basic criteria

The basic criteria for an effective interlending system are: need, collections, access, availability, communications, systems and finance. If any of these elements is missing to any measurable extent then the system, national or international, will be deficient. It may be useful to look at these in turn to see how the concepts behind them apply to the particular needs of the visually impaired.

Need

The idea of interlending sounds to any reasonable person a "good thing". Surely it must be right and sensible to share resources rather than everyone collecting and storing everything themselves. There seems to be a basic common sense behind the idea. But common sense often needs to be tempered with realism. The first thing to establish is whether there really is a need for an interlending system at all. Perhaps readers find that the local resources are adequate and therefore do not demand materials from elsewhere. There does not seem to be much published material on this problem internationally. Nationally there are varying levels of interlending traffic for non-print materials, but most of these are requested by sighted persons as a normal part of their researches. Here of course there is a real difficulty of identification. It is clearly the case that material requested in Braille or other similar scripts are needed by the visually impaired but this is not true for, say, an audio-tape of a book.

The use of pre-recorded audio-tapes by travellers, business men and even the lazy has grown rapidly over the last five years and this makes it difficult to determine the purpose behind the request for them. In any situation where an international interlending system is thought to be necessary, the first step is to establish the likely volume of traffic. This is certainly the approach that has been adopted in other situations[2]. There appears to be little data on international interlending of these materials so it would seem a good project to try and find out what the actual volume of traffic really is. The other problem is, of course, that many people will never consider applying abroad because there is no system to facilitate this. Thus the lack of traffic becomes a self-fulfilling prophecy.

Collections

Interlending is no substitute for the provision of core collections. Rather it is a mechanism for providing access to documents required occasionally (often only once) by readers and which do not therefore justify the expense of acquisition. In this respect the description of interlending as "temporary acquisition" is an accurate one. There is no point in having a sophisticated international interlending system if those participating do not hold a substantial number of the documents likely to be requested. Therefore any attempt to establish an international system must be built on a group of libraries which hold the types of material, in

sufficiently comprehensive collections and in such formats as will meet the needs of the majority of those using the system. Where the national resource is actually held by several different libraries then there needs to be some kind of national record of their holdings and cooperation between them to provide documents to users outside the country.

Here we return to be necessity for a proper national system in each participating country before considering international interlending.

Of course each country should be responsible for collecting and making available its own national output but the productions of many countries may be in limited demand in other countries.

Here we come to a real difficulty. What constitutes a "national" imprint? It is difficult enough to determine this in relation to simultaneous publication in several countries at once but the problems are compounded by the fact that, say, an American book may be transcribed into Braille in Australia. The initial reaction would be to apply to the USA for a copy but the Braille edition is not available there but only in Australia. How would the librarian know this? With some difficulty seems to be the general answer. In any case, would the Australian library regard this work as in effect Australian and therefore part of its responsibilities under the UAP Programme or really the responsibility of the USA?

Access

Access to information about which document is where and, in the case of materials for the visually impaired, in what format, is vital if any sort of cooperation is to be achieved[3]. Although a large number of libraries issue catalogues of their holdings and accessions regularly, there is no one catalogue to which librarians may turn. Many records of audiovisual materials certainly appear in such cooperative cataloguing databases as OCLC but these materials are neither intended primarily for the visually impaired nor are the records often contributed by libraries whose specific purpose is to serve the needs of this group of readers.

Fewer countries that one would wish seem to have union catalogues of their own to cope with this problem although Japan[4] and Australia are certainly exceptions.

Any such union catalogues must include not only the usual bibliographic data but also information about format (Braille, Moon, audio cassette etc) and also technical information about make, speed, track formation and so on. There is nothing more frustrating than to locate an item, and perhaps even receive it, only to find you do not have the equipment on which to play it or the ability to read the particular script in which it is presented.

Union catalogues are very expensive items and the philosophy behind international interlending is that they need not be universally available. Rather the approach should be that if an item has been produced in a particular country then the initial approach should be to a library in that country, after which a national union catalogue is one important tool in locating a copy within the country concerned. Although many librarians dream of a great global union catalogue, this is neither practicable or really desirable. Union catalogues are expensive and fascinating to construct, but very expensive and time-consuming to maintain and frequently become out-of-date and useless unless substantial resources are constantly made available to them. A viable alternative is to production of directories of major resources, something which the Section on Libraries for the Blind has done well in the past. Such directories are considerably enriched if some indication of subject content of collections, especially particular strengths, can be indicated as well. This enables an informed approach to be made to a library even though it is not certain that the specific item required is held there. Such an approach has been adopted in the UK in an attempt to develop at least a limited interlending system for audiovisual materials generally.[5]

Availability

There is little point in developing good collections, union catalogues and having international agreements if the reader still cannot actually obtain the item that is wanted in a format that can be used. Every effort should be made to ensure that collections are made as widely available as possible and restrictions on interlending, both nationally and internationally, should be kept to a minimum. Guidelines number 6, as mentioned above, actually refers to supplying photocopies and microfilms instead of originals but this principle can be translated into meaning copies of audio materials instead. It may be less easy to apply to Braille materials. Once again the whole question of format becomes important here because availability means being able to have use of something and if materials are not available in appropriate formats then they are not really available. Clearly it is not possible to ensure that every book or journal that is wanted can be in a format suitable for every reader. This would be physically, legally and economically impossible but it might be worth building into these international guidelines something which at least drew attention to this particular need. With the development of computer-aided reading machines such as the Kurzweil Reading Machine and the growth of electronic newspapers as in Sweden and the UK, some of these problems may be partially solved but we are a long way from this apparent panacea being a global one.

But there are other problems relating to availability which must be faced. One is compatibility of format. There are several different standards for the major types of carrier used for transmitting recorded sound and these will, in themselves, create problems when lending, say, an audio-tape from one country to another. Fewer problems exist with sound discs but the differences in the use of Braille are a minefield which it would be suicide to attempt to explore in this paper.

A further problem is copyright. The making of copies for the visually impaired is in itself a major problem for discussion and outside the scope of this paper but there are further problems when such documents are lent between countries. Although no copy is actually made within the borrowing country, nevertheless the importation of the copy could, in itself, be an infringement of copyright in that country. Many countries allow the importation of such copies if they are for private and personal use but this is difficult to show when the importer (albeit temporarily) is a library, not an individual.

Communications

One of the most frustrating aspects of interlending generally, and international interlending in particular, is the difference between making requests and receiving documents. The transmission of a request can be achieved in seconds and many libraries use telex or fax machines to send their requests. Some libraries even make requests by telephone. Unfortunately the transmission of a document is rarely as quick. Certainly some journal articles are now sent by fax but this is expensive and raises a number of copyright problems. The only viable alternatives are courier services or the conventional mail services. Courier services are fast and efficient but frighteningly expensive and must be ruled out for all but the most urgent demands. This leaves the conventional mail service with all its slowness, unreliability and variety of charges. Although materials for the blind are usually allowed to be transmitted at no cost, this concession is limited by weight and many Braille books exceed this limit considerably although the audio-cassette is one of the lightest items to send, so that one feels the postal authorities could view the few heavy parcels a little more generously. Thus it is quick and easy to request documents but may take weeks for them to arrive.

Customs authorities tend to provide more problems for libraries sending materials through the international post. It is often difficult to get clearance for books, let alone tapes of any kind, and delays can often be several days or even weeks. An approach to the Universal

Postal Union by the Office for International Lending brought a negative response as UPU felt this was a matter for customs officials and there is no easy way to tackle this issue from that angle.

All these delays cause further problems because of the loan period which is normally allowed for documents sent abroad. For material sent by post this is often one month and it may take the document that long to arrive even if sent by airmail, which is again very expensive for large documents such as Braille books. Loan periods need to take into account the long time taken in transmission. Unfortunately these long periods often mean that the services given to the lending library's own readers is impaired because wanted documents are out of the library for a considerable period. This in turn makes some libraries reluctant to lend abroad.

Systems
Interlending systems should always be simple to use and understand with the minimum of protocol and restrictions. As already mentioned, there are international guidelines but these need to be adapted for use by libraries serving the visually impaired. Nonetheless, the use by such libraries of a standard form such as that produced and sold by the Office for International Lending, would be one step forward in making matters easier. The adoption of a standard set of rules and procedures would also simplify matters and helps to overcome any linguistic barriers that may exist, a standard layout can lead to non-verbal comprehension.

The current IFLA form might need amendment to include a space to specify format or script but this would not be impossible to achieve in the medium term.

Finance
There are two aspects of finance which should be remembered in any international interlending system. Firstly, the fewer payments that are made the better and secondly, where payments are required, they should be as standardised as possible. The first can be achieved either through an arrangement whereby any two libraries try to keep their international lending/borrowing in balance or through an international voucher system such as the one presently being discussed[6]. Standardisation of charges is more difficult for several reasons. In some countries such uniform charging is considered illegal under anti-trust law. In others, libraries must charge actual costs and in others again they do not wish to charge more than a minimal amount because the law forbids them to retain any income which must be passed on to the State. Therefore it is often easier not to charge at all than to try to charge something. A further complication is that of currency exchange rates which cause individual transactions to cost a great deal of money because of the charges made by banks.

It is no use designing a service based on charges if many of those libraries using it have no funds to pay. Very few libraries have funds explicitly for interlending purposes and this is probably true for libraries specialising in materials for the visually impaired as for other types of libraries. Therefore any expense in either lending or borrowing must be met from other areas of activity such as acquisition or normal lending services.

Conclusion
Libraries serving the visually impaired have the same mission and obligations as any other libraries but with more added! There is a distinct need for the different organisations in each country to work closely together to enable readers to obtain more easily the materials they require. A proper international network needs to be established, preferably with a focal point in each country, to stimulate and coordinate international interlending of these materials. Some basic guidelines will provide a framework within which such a system can be developed. In any such development the difficulties of copyright, customs and transmission must be faced

and acknowledged as some of these are beyond the power of librarians to change. International agreement needs to be reached on such matters as charging and loan periods. But all this should be done as it has been done for the sighted reader, otherwise we are in danger of discriminating against our fellows simply because of a physical defect which is no fault of their own.

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Interlending Audio Books for the Blind:
Current Access and a Call for a Common Forum

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Barriers To Interlending Audio Books For the Blind
"Bibliographic access to audio books for the blind is one barrier to interlending, but this barrier can be surmounted with current resources. The variety of current audio technologies is a more difficult barrier to surmount because of investment in the collections of books using current technologies.

The authors call on technical staff worldwide to open and use a common forum to share explorations of newer technologies so that uniformity of technology in future audio books can eliminate the technological barrier to interlending."

For a sighted reader, a book is ––– Well, a book is a book. Through the past millenium, as hand-written scrolls gave way to printed books, humankind has come to accept the book as a humble, reliable messenger of the thoughts of others. The simple technology of the book is not easily replaced even in this era of electronic- and micro-technology.

Over the centuries, as literacy spread more widely through society, private libraries began to spring up. Later, libraries became available to those who could not buy their own books. Requests for books not in a particular library eventually led libraries to borrow books from each other for their patrons to read. This interlending activity has, today, made print resources from around the world available to sighted readers.

For persons who cannot use print materials, a similar technological revolution began with the widespread adoption and adaptation of Louis Braille's system of embossed printing. Like printing uniform ink characters on paper and binding the sheets into a codex, the simple system of braille embossing has undergone continual refinement, attaining standardization and universal use. The result is the same. The thoughts and inspiration of one person can be put into a medium that many can read and contemplate, no matter where the reader lives. As with inkprint books, the only barrier is the language of the message.

As braille books came into production in the United States, they were gathered into library collections. Initially, readers had to live near, or travel to, the library to read. Soon, the U.S. government mandated the free mailing of braille. Also, the libraries began to share their books among themselves, mailing them here or there for readers everywhere to enjoy.

Some sixty years ago, the U.S. Congress established the Nation Library Service for the Blind and Physically Handicapped (NLS) program within the Library of Congress. Its centralized control of production and distribution to regional libraries made the same books available to all braille readers. As demand for a copy of a book diminished at one regional library, that library's copy could be used to meet continued high demand at other libraries. Thus, the pattern for domestic interlending grew out of natural circumstances. Books are available here; they are needed there. Books are lent from here to there. Standardization and strict adherence to braille codes ensured that all braille readers could read any braille book.

The introduction of recorded books by NLS took advantage of the already established

norms of standardization and compactness. The initial long-play, 33-1/3-revolution-per-minute record was half the commercial speed of the time. In intervening years, the speed was reduced by half, and again by half. When NLS began producing cassette books, they were in their present format of four tracks at 15/16 inches per second.

American groups besides NLS produce recorded material for blind readers, typically in a commercial format. It has always been our policy to provide playback equipment that can play any recorded format commonly available to our readers. Thus, our cassette equipment will play two-track, 1-7/8-inches-per-second tapes as well as our special format. Our disc players will play 8-1/3, 16-2/3, and 33-1/3-revolution-per-minute discs. Our readers, therefore, can enjoy books produced in all those formats. This flexibility facilitates interlending.

Interlending is a two-way process. You borrow from me; I borrow from you. Successful interlending among libraries serving blind readers requires, among many things, that all libraries have specific knowledge of what is available. Unless cataloging information is freely available, one library does not know from which other library to request a book. The language of the book sought does help to identify the countries most likely to have the book. Yet, frustration and time are saved when catalogs are available.

NLS uses a standard format for cataloging, too. It is the MARC (machine-readable cataloging) format for books, modified only to add a description of the special format version of the book. By using a MARC record for its books, NLS is able to make its catalog available on-line through a U.S. bibliographic utility and is able to have microfiche editions of its catalog produced quarterly. Further, NLS encourages all agencies producing braille and recorded books for blind readers to submit cataloging data, which is incorporated into a union catalog. Agencies in some countries do this. More need to do it. By building a union catalog, we make it easier to identify what is available. Nothing promotes borrowing so well as knowing what there is to borrow.

Another element of successful interlending is the ease with which the borrowing reader can use the book. For recorded books, there are two widely used Philips cassette formats. The commercial format, two tracks at 1-7/8 inches per second, is sensible in countries where funding does not permit production or purchase of specialized players. In those cases, commercially available equipment can be purchased. The more compact format of four tracks at 15/16 inches per second is becoming more universal, however. This format, while requiring specialized playback equipment, yields a more compact book, half the size of a book in commercial format. Libraries that can provide equipment playing either type of book open to their readers a much wider world of reading.

Within the past two decades, NLS began to vigorously promote international improvement and increase of reading materials for blind readers. The primary forum for this activity has been this body, the IFLA Section of Libraries for the Blind. Interlending is one focus of NLS efforts towards this goal. We hope that each person here, and our many colleagues who could not attend, know that NLS has a policy of lending any book it has produced to any library in the world that serves blind and physically handicapped readers. Equally, NLS will actively seek a source for borrowing a braille or recorded book, no matter what language, for any reader it serves.

"The future is now", say some. "To make worldwide recorded resources available to blind readers, every country should simply use the same format. Look at the mess we are in. Some countries use one, some another, kind of recorded book. Digital is on the doorstep. Let us all use digital." So say some.

The industry surrounding commercial music recordings thrives on the connoisseur's thirst for clarity and range of response. If digital is better, the connoisseur gladly scraps analog and invests anew or endures the expense of maintaining equipment in both technologies.

Yet we who record for the blind, who must march in the parade of the music industry, cannot afford this multiplicity of technology. Those we serve cannot afford, and cannot readily adapt to, ever newer and more complicated audio systems.

For example, twenty years ago NLS decided to add magnetic tape as a format for recorded books. Similar then to the appearance now of digital audio recording, there were good reasons: the audio book would be reduced in size and lost copies could easily be replaced. Most importantly, the recording industry was going to tape and ignoring that rend could leave audio books on rigid vinyl disc in a backwater with ever diminishing supplies and manufacturers for components.

During these past twenty years, NLS learned that many of our readers need time to adapt to new technology. NLS already knew it could not abandon the investment in books previously produced. NLS could not convert thousands of titles from disc to cassette.

With digital the wave of the recording industry's future, NLS knows the potential for ending in an analog backwater is great. We have taken steps towards the future. For example, four major agencies working the field of blindness and visual impairment met on April 2–4, 1990, in Dublin, at the National Council for the Blind of Ireland to address the audio library needs of blind people. The meeting arose from the desire to facilitate the exchange of information on existing and emerging technologies. Such cooperation will lead to enchanced interlending.

The consensus reached at that meeting was that in would be financially and technologically wise to work together to improve current systems but at the same time to take advantage of advances that have the potential to be adapted to the production of audio books and magazines.

As a first step, the Royal National Institute for the Blind, United Kingdom, and the National Library Service for the Blind and Physically Handicapped, Library of Congress, USA, agreed to full exchange of technical information. They also agreed on a structure to facilitate interchange and development and to keep blind users and the librarians serving them informed and involved. The group recognized the vital roles played in these matters by the World Blind Union (WBU) and the International Federation of Library Associations (IFLA).

Present at the meeting were Ian Bruce, Director-General, The Royal National Institute for the Blind, U.K.; Frank Kurt Cylke, Director, National Library Service for the Blind and Physically Handicapped, Library of Congress, USA; Euclid Herie, Managing Director, The Canadian National Institute for the Blind, Canada; Desmond Kenny, Chief Executive Officer, National Council for the Blind of Ireland; and senior technical support staff from the four agencies.

I am speaking today to urge that the technical staff of all agencies currently using different analog technology work in open communication with staff of other agencies. We are responsible for today's diversity of recorded book formats – – a diversity that complicates interlending. Let us accept responsibility for this. Let us also accept responsibility for ensuring that tomorrow's, and the next day's, technology does not further complicate interlending. Rather, let us meet together, speak together, and work together to reduce the technological barriers to interlending of audio books.

Listening to the Culture
Librarianship for a new age

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Abstract

With information overload – too many books – new media technologies – the public librarian must select what is worthwhile. In times of cultural change, librarians need to concentrate on selection and rejection not mechanical organisation. There is also a need for cultural sales-manship.

Two kinds of needs are proposed – those of the client and those of the culture itself. If public librarians involve themselves with the ideas, both through social and personal insight, they will make best use of existing limited resources.

Practical examples are quoted but it is suggested that the future challenge of a new post-renaissance future will be environmental, knowledge and information.

Today the profession of librarianship is experiencing many changes. It echoes the grumbles of the monastic librarian during the 15th Century Renaissance concerning the new revolution in communications called printing. This was to transform librarianship over the next 500 years. Today, we have not only books and old fashioned microforms, but computers, CD-ROMs, and a battery of communications technologies which enable, enhance, speed, broaden, and improve the range of materials the library offers. We are now living through a communications revolution similar to the social revolution that fostered, and was supported by, the invention of printing. Such changes are characteristic of a renaissance. I would suggest to you that we are at present living through a time of change – a new Renaissance. It is a time when the basic ideas of our society change. [1]One author indicates that before the 15th Century Renaissance the basic beliefs of society were religious and since that time today, society has developed and progressed on a basis of economics. The future social basis, many experts suggest, will be ecology. Accordingly we are in the middle of a major cultural shift from a society based on economics to one based on [2]ecology. Such a major cultural change historically offers librarians [3]interesting times.

We are in the middle of an explosion of information ideas and knowledge. We are faced with an increasing complexity of communications systems, combined with the ability to manipulate both systems and ideas to new alignments and working arrangements, a growth in the culture and in its use – an age of [4]information, an age of communication.

One of the identified problems of bad communications is too many sources, yet in 1934 IFLA received an eminent paper by [5]Ortega y Gassett on The Mission of the Librarian, stating that there were too many books. Analysing recent problems of libraries in the UK, where the [6]British Library is becoming selective, the [7]University Libraries are now looking to 'self-renewing collections' and recent strategic changes in UK Universities have changed the role of the library from a major asset to a learning collection whose costs and assets must be justi-fied as part of the course. New experiments in the UK in [8]information planning have demon-strated the importance of close relationships with the users and other agencies. In an age when there is extensive change in the culture, a new renaissance of the culture, there is too much communiciation – too many books, videos, computer programs, CD-ROMs, Micro-

fiches, etc – this is a problem for librarians.

In nurturing an infant, educated parents and the child understand the basic principles of the importance of quality in the nutrition of the young. It seems to be becoming a principle that the custodians of the record of the culture are learning too. But, before we progress further in the paper let us examine the nature of the culture, the literacy, the education, the information, the re-creation, and the cultured maturity of the whole person that librarians provide for and promote.

[9]Culture is an unusual resource in that it is not subject to the 3rd law of dynamics – that resources are destroyed by use. Culture is unusual in that it reacts differently, culture grows with use, information increases through use, knowledge develops as we use it, re-creation develops that unique human characteristic – imagination. Culture, especially the recorded culture, is also a growth factor for individual societies. As the organisers and promoters of the social collective memory we have considerable professioinal responsibility in that. The use of cultural resources causes growth and the mechanism used is the individual. If that resource is provided in qualitative terms, that growth will reflect the high standards used. If not, then we cannot expect goodness out from garbage in and we need the goodness.

Now, let's recap. We are in a state of change – a possible new renaissance – there is a communications explosion which is causing problems and the culture, which librarians handle, grows with use and functions as a growth factor in individuals and society. Librarians organise the culture to provide access and I would suggest to you that the recorded culture is [10]global and, by and large, has always been so, or, at least, trans national.

In the time of change what is the professional responsibility of the librarian, and I am defining that profession as a body whose collective and individual experience provides measured judgements for the future for the benefit of the society the profession serves? Let me emphasise the measured judgements and re-emphasise that our raw material is the culture, not books, CD's, On-line, etc., but the ideas, imagination, information itself, not the packages it comes in.

So, where do our prime professional activities lie? In the organisation of libraries, the close involvement with new technologies, the computerisation of catalogues, or in the interaction of the culture with its users? I would suggest that our central professional skill is handling the culture. Involvement with the culture and its ramifications and the needs that the culture answers and generates is our premise and concern. All else, computers, CD-ROMs, book classification, cataloguing, are peripherally important to these selecting and rejecting and promoting roles.

Let us briefly look at needs. There are, I would suggest, [9]two areas of need which the librarian of the future will concern himself/herself with. The first needs are those of the client who has a natural desire to develop, to become literate, to learn, to recreate and use imagination, to be able to handle information and to develop the full potential inherent in each individual, community and society. We are all actively seeking the maturity of wholeness and the culture is a social mechanism for that. There is, however, a second need which we don't always recognise – the culture itself needs to be used. There is a dynamism in the culture itself to which the professional organisers of the culture, the librarians, need to respond. Ideally, of course, the social role of the librarian is to match the two needs to judge the requirement of the individual and the direction of the culture and to cause both to develop and grow to serve the purposes of both individuals and society.

Today the profession of librarianship is concentrating too much on mechanical issues, not its professional ones. In this it is not alone – medicine, education, the churches are all seeking new directions under economic and ecological pressures. At times of change we seek the stable, easily understood mechanisms, instead of the more complicated directions that a

profession must have. For example, let me give you a brief list of library topics as taught at one library school – management, organisation and control, recruitment and selection of staff, financial planning and library budgeting, resources management, marketing, etc., etc. No mention of the user, the culture, the mission of librarianship to our society, the fundamental social role of the library and the book. Do we need to change this? We are increasingly concerned with the mechanisms not the purpose. Mechanisms are stable and easier to handle – purposes, which are more difficult, have to be continuously re-evaluated in the light of social change. At times of change it is easier to concentrate on the system instead of the professional purpose.

I now want to quote from the paper given to the International Conference of Bibliographers and Librarians in 1934 – the [5]Mission of the Libraries by Ortega y Gasset.

"Man inherits the forms of existence, the ideas, the vital experience of his ancestors. He begins at a level represented by the human past accumulated beneath his feet ... Man has at his disposal many of the ideas, reactions and inventions which his ancestors have already found ... the instrument which solves the difficulty of passing ideas is the book – but there are too many books ... in the past the librarian has been responsible for the book as a thing ... from now on he must give his attention to the book as a living function ... the librarian of the future will be the doctor, the hygenist of reading ... the librarian ought not to be the simple administrator of the things called books but the adjudicator to the setting to rights on the vital function which is the book."

That, of course, was 1934, today there are other media and more books, but it is a message we need to relearn – the setting to rights on the vital function which is the book, the microform, the database, etc.

We seem to be too concerned with the management of things not ideas. We are concerned with the organisation of things on shelves not the relationships of ideas to clients. If there is too much communication, we should, it seems, begin to concentrate on ideas as well as on mechanisms, not only to organise for, but to sift and evaluate the cultural initiatives that develop in our society and to work closely with and influence other agencies. Ortega y Gassett suggested that we must influence publishing.

Let me give you some practical examples. The U.K. discovered a national problem of adult illiteracy. It decided to devote prime time television (an important stimulatory medium) to addressing the problem. As a back-up, local authority education departments appointed staff and organised volunteers to teach adult illiterates to learn to read. Publishers responded by producing books with limited texts but of adult subjects. My system bought and organised the collections so that they are available to students and tutors, and we also trained the staff as the contact point for the illiterates. Successful co-ordination to meet specific needs. The television stimulated, defined needs and solutions, response was available locally and 500+ illiterates learned to read in one county.

Another story is the integrated learning using video, print, tape, computer – provided by libraries to meet specific training needs, now being experimented with in distance learning. This happens both formally and informally – examine the relationship between books and stimulating television programmes.

What am I now doing? I am defining the relationship of the culture to its developing functions – schools. libraries, the media. A special librarian knows about the needs of his researchers, he relates new ideas of the culture to the organisation. School library services relate resources to the needs of the curriculum. Is not this the function of the public librarian, to relate the aspirations of society and its culture to each other? Do we not need to look wider than literacy, distance learning to the wider needs of the culture in a future when, collectively, we will need to know. What we need to know should be discerned by the profession specialist

in the culture – the librarian in a proactive not a reactive role.

We can only do that if we get involved in the culture and if we, ourselves, read and understand, live and watch the cultural direction of our society and act as a journalist does looking for a good story. Our role is to relate the video, CD-ROM, computer programme, the book, the article, the information to the user's and the culture's needs. Our services exist not only because the user needs them but because the culture itself needs to be known. Let us take one final example.

I began this paper with the thesis that we were in a new Renaissance – a move from an economics based society to one based on ecological principles. Ecology is about understanding the relationship between man and his environment. It is a question, one where individuals must act collectively based on complex knowledge. Any television viewing will demonstrate the importance the media places on the 'environmental crisis'. Stimulating programmes are offered regularly to stimulate our learning and thinking. The topic is complex and best understood through the media which can handle such complexity – print and the book. Can media, including books, change the course of history? Collectively they have in the past, or dictators would not be so censorious of their effects. To quote [11]Barry Commoner in Closing Circle – "for sweeping social change can be designed only in the workshop of rational, informed, collective, social action". That we must act is now clear – the question we face is how? We need to know – how do we get to know? By librarians providing and organising accurate, reliable materials. Do we now need [12]Environmental Information specialists in our libraries? We certainly need to organise for the radical change in global thinking and we need to use video, print, database in an integrated validated way to provide it.

Accurate information as a prerequisite to action is the province of librarianship, but who will judge what is accurate? That is a responsibility that society places on the profession of librarian and we must not dodge this. In the past we reacted to need. Now at a time of confusion – over communication, too much communication – we have to make professional judgements and enable access to the culture through involvement in the culture. There appears to me to be no alternative and it places promotion in a higher scale of things. Every librarian must be a salesman for the culture.

The future democratic society will expect libraries to promote and provide resources for social awareness. This also influences society. It is, I would suggest, a new 'old' role for librarians. We have new contacts, new communication resources, our society needs a rational, informed professional who can provide and access wise choices from alternatives, who will enable access to the wisdom that can direct our lives and who will promote the directions that an ever changing culture is indicating. We can only do that if we get involved in the culture itself. We need to know what is new and worthwhile. We need to organise for that. We can't know everything, but we can find it out and now we need a system to validate it.

Daniel Boorstein, late librarian of Congress, stated that libraries of the future should select or sort those items truly of value to man. In listening to the culture we associate ourselves with other communication processes, practically market and organise the myriad that is the culture and seek the direction of healthy, well-being, mental and physical self-development that is the natural right of every man and woman who we serve. Directions for our society are being set by our culture. Society has, and needs, a professional to guide it through the general to the particular, from the mass to the relevant value, that we need to know so that the direction can be understood and democratically selected.

To do that we have to listen to the culture. We have to provide time spent for ourselves and our librarians to use the resources for self-development and to begin to understand the process in themselves so that they can apply this to others. Professionalism is about effective judgements of what, how and why. If we are to make these judgements we must effect that

listening so that we can create the future we need. A great responsibility.

If we accept that there is too much information, a confusion of information, I also ask you to accept that the library is the process by which literate civilisation developed from the natural learning feedback of the pre-literate culture. In the present situation of information overload, the librarian must look to the social directions of culture and ensure that these are accessible, especially at times of rapid change. The recorded culture has an organised feedback system called libraries and information systems. It can be seen operating in special libraries by special librarians, and that is why they exist. In the public sector such a recognition is important as a democratising factor in involvement of individuals in their personal and social development.

Society has information and learning needs. These are reflected in the developing culture which also has needs. Librarians access one and organise and promote the other as a social benefit feedback system. In order to decide what to provide we must both involve our users and listen to the message of the culture. Ideas too have an existence and a purpose with what we too must be concerned. Listening to the culture in all its manifestations and making it known is a vital part of our professional process.

So, what practically must we do?

(1) We must relate our resources to the needs of our society, locally and globally.

(2) We must relate our resources to the initiatives of other agencies.

(3) We must use our resources, especially financial ones, to stimulate answers to needs.

(4) We must select from knowledge of our resources and the needs of our clients including the culture.

(5) We must make best use of our resources, ourselves, our networks to meet the mission that society has placed on us. To do that today we must listen to the culture.

Notes

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7. Atkinson, Richard. Capital Provision for University Libraries. Report of a Working Party. HMSO 1976.
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The Development of Library Technicians
A review of experience in selected countries

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Abstract

This paper describes some of the major themes in the development of Library Technicians which have been observed in four countries visited by the author: U.S.A., Czechoslovakia, Hungary, and Australia. Each of these study tours was intended to obtain insights from employers, educators and individuals at professional and technician level into the developments which had taken place and the reasons underlying them. The aim has been to identify factors which need to be taken into account in establishing educational programmes and employment opportunities.

The paper begins by briefly outlining the different patterns of education for Library Technicians in the four countries. It notes that the role of the Library Technician is not clearly defined, but there does seem to be a widespread movement towards assigning to Library Technicians many routine tasks which were formerly considered to be professional. It draws attention to the benefits which positive involvement by professional associations and central governments can bring to the recognition of Library Technicians, both through the encouragement of educational programmes which are broadly consistent in their structure, level, content and final qualification throughout a country, and through the provision of national guidelines on job classifications. It points to the way in which attitudes to Library Technicians largely appear to depend on the state of the job market, and whether Library Technicians are seen by others, particularly graduate professionals, as a threat to their employment prospects.

Introduction

In most occupations, an increase in the responsibility or complexity of the tasks undertaken by the senior personnel has resulted in delegation of the more routine duties to junior staff. In both developed and developing countries, the availability of adequately trained technician level staff offers management a more efficient and cost effective use of manpower.

Delegation of tasks to clerical staff is normally supported by inservice training. As the range of duties undertaken by the clerical staff increases, it is not uncommon that educational programmes evolve, leading to formal qualifications at the paraprofessional or technician level. Any shortage of skilled manpower can usually be overcome more rapidly and with fewer educational resources by the establishment of programmes at the technician level rather than at the professional level.

Few would deny that library and information work has become more complex in recent years. There have been very obvious changes resulting from the introduction of information technology. There have also been major changes resulting from new approaches to the management of library and information services. A greater orientation towards user needs, and an increasing emphasis on the evaluation of services are perhaps the two most significant trends.

In Britain, these changes have been reflected both in professional practice, and in professional education. There has also been a noticeable trend during the last ten years towards increasing the range of duties and the level of responsibility delegated to sub-professional staff. This has mainly been a consequence of financial pressures on library managers which have resulted in the substitution of less expensive sub-professional staff to replace more expensive graduate qualified professionals.

However, Britain now also faces a shortage of professional manpower, which will worsen in the next decade for a variety of reasons. Even greater delegation of tasks to sub-professional staff will be necessary. To maintain the quality of the service, they will need to be properly educated and trained. However, few educational programmes for Library Technicians have been established in Britain. The preparation of sub-professional staff for their advanced role has mainly been through in-service training. Many of the educational programmes established to meet their needs have been discontinued for lack of support.

Interpreting the literature
Because changes in the workforce and the coming manpower shortage are problems which can not be left to solve themselves, it seemed important to examine the experience of other countries in employing Library Technicians and in developing educational programmes to train them. The factors which contributed to their success (or failure) might provide guidelines for successful developments in Britain.

Throughout the world, the literature reveals that there are a variety of courses, and curricular patterns vary widely. There appears to have been considerable debate about the difference between the roles of the librarian and the Library Technician, and consequently about the contents of the curriculum at both levels. The educational programmes also seem to have enjoyed varying degrees of success.

In the U.S.A., the published literature which appeared during the 1970's suggested that there was a considerable growth of interest in paraprofessional educational programmes, but during the 1980's it reported that many of these programmes had been terminated. In other countries, notably in Australia, Canada, and in Eastern Europe, the literature suggests there are educational programmes which are more soundly established. In the developing countries, programmes of study appear to have been established at this level simply because the education system was under-developed. They appear to be now being complemented, or supplanted, by higher level courses.

The literature examined contained relatively little evidence about the employment of paraprofessionals. Outside Eastern Europe, few countries appeared to have established a generally accepted, clear role and hierarchical position for the technically qualified paraprofessional.

The literature did reveal that the attitudes of employers and of professionally qualified librarians towards staff at this level appear to vary widely. Many professionals fail to appreciate the potential of the technician in the workforce. Some appear to see this category of staff as a threat to their own employment prospects. The attitudes of the professional associations seemed equally mixed, in relation both to the establishment of such courses and to their relationships with organised groups concerned with Library Technicians.

However substantial, the published literature is incomplete. Not everyone writes about their innovations, or about their experiences in adapting other peoples' practices. Very few people write about their failures. It is also open to misinterpretation. Most authors of published papers assume that their readers will be as familiar as they are with the context in which they are working, Many developments in educational or manpower planning are recorded only in the unpublished records of institutions and associations. To understand why

successful developments had taken place in some countries (and why others had failed), it is clearly necessary to go beyond the published literature.

Moreover, the literature (which is in fact substantial in quantity) does clearly indicate that there has been no consistent pattern in developments across the world. The results of a study of Library Technicians and their education could, it seemed, not only provide insights which might lead to the successful initiation, development and maintenance of educational programmes for Library Technicians in Britain, but might also offer some guidelines for other countries.

In 1980, the author was given the opportunity to undertake a study tour of the United States, sponsored by the Library Association and the English Speaking Union. The author has since undertaken visits to Czechoslovakia (in 1983 and again in 1986) and to Hungary (in 1988), supported jointly by the British Council and the governments of those countries as part of the inter-governmental programmes of educational exchanges. In 1988, sponsorship from the Library Services Trust, Bailey and Swinfen Ltd., and the Library Association facilitated an extended tour of Australia, before and after the IFLA Conference.

The aim of each of these visits has generally been to meet employers, educators and individuals at professional and technician level, to discuss the developments which have taken place and the reasons underlying them. The nature and extent of past and present practices and attitudes have been or will be documented in a series of published case studies of library technicians in the countries visited. Each of them seeks:

- to identify the role of the Library Technician in the country concerned
- to examine the relationship with professionally qualified staff
- to review the development of educational programmes
- to identify the factors contributing to the continued existence or the failure of any of these programmes.

The aim of this paper is to begin to present some of the evidence which was collected in the countries visited. It is not an attempt to document the employment and education of Library Technicians or paraprofessionals worldwide. The author readily acknowledges that there are interesting developments in this field in many other countries, but is less familiar with them. Nor is it a rigorous assessment of the education and employment of Library Technicians in the countries concerned. It is, at this stage, simply an informal collage of fact and opinion gathered during the study tours, and because of the nature of IFLA Conference papers it is inevitably brief and compressed.

Education of Library Technicians
In the U.S.A., Library Technicians are educated in post-secondary institutions, called Junior Colleges, Community Colleges, or Vocational-Technical Institutes. Students completing the Library Technician or Library/Media Technician programmes are awarded qualifications which are most commonly described as Associate Degrees. The academic level is, at best, equivalent to the second year of an undergraduate course in a university. Because of their vocational nature, large parts of the Library Technician programmes are not recognised as credits which confer advanced standing on entry to undergraduate programmes, as the first university degree in the U.S.A. is usually a general arts or science degree.

In Czechoslovakia, Library Technicians are educated in three Vocational Secondary Schools specialising in librarianship, in associated centres throughout the country, and through courses operated by the various specialist networks of libraries. Those completing courses in the Vocational Secondary Schools are awarded the qualification called the 'Matu-

rita', which is the state examination required for entrance to tertiary-level education. No concessions are made for students from the Vocational Secondary Schools for Library Technicians who enter the university departments of librarianship.

In Hungary, there are optional courses in library studies in some of the Gimnasia, the academic secondary schools. These courses form part of the 'Maturita' examination for entrance to higher education. Because the number of pupils emerging from the Gimnasia into employment is insufficient, some of the networks of libraries offer similar courses for their staff. There are also groups of students taking library studies as part of their programme in the Colleges of Education which are tertiary institutions preparing primary or secondary teachers. The library studies course varies according to the level of teaching for which the student is being trained. Although many of the College graduates subsequently work as school librarians, some find employment in other kinds of libraries, where they are not regarded as having a professional status comparable to the graduates of the university school of librarianship. For the purpose of this paper, both the College graduates and the secondary school leavers in Hungary will be regarded as being Library Technicians.

In Australia, Technicians are mostly educated in the Colleges of Technology and Further Education (TAFE), which are at post-secondary level. Some technician education programmes are also offered by the Colleges of Advanced Education, which are tertiary-level institutions. In both cases, students completing the programmes have been awarded qualifications described as Associate Diplomas. These appear to be comparable in level to the first or second year of an undergraduate degree programme in a university.

Role of the Library Technician
In the U.S.A., there are no nationally recognised guidelines which define the role of the Library Technician. Individual employers establish their own job classifications. Partly because of this, and partly because of the tradition of students working to support themselves whilst studying, individuals with a wide range of qualifications can be found performing clerical duties of a responsible or supervisory nature, or undertaking the more routine tasks often assigned to recently qualified professionals.

In Czechoslovakia, Library Technicians normally undertake routine tasks such as acquisitions and cataloguing. They appear to have a limited role in reader services, confined to circulation work and simple bibliographical enquiries. They are in short supply in relation to the number of jobs which might be assigned to personnel qualified at this level. Consequently it is often difficult to distinguish between the work which is assigned to Library Technicians and that assigned to other employees who have attended some other kind of secondary school.

In Hungary, the range of work undertaken by the former pupils of the Gimnasia is somewhat similar to the work undertaken by the former pupils of the Vocational Secondary Schools in Czechoslovakia. The College graduates are assigned far more responsible work, particularly in the public libraries where they may be placed in charge of sections of the service, such as the reference service or work with young people. They are, however, less likely to become the director of a public library than a university graduate.

In Australia, despite the existence of work level guidelines produced by the Australian Library and Information Association (ALIA), there is still some disagreement over the allocation of tasks between graduate professionals and Library Technicians. There is increasing support for the view that when a task is codified or mechanised to a certain degree, it ceases to be professional. It is widely considered that Library Technicians are capable of working to a given set of rules, and within those rules they can be allowed some freedom to exercise their judgement. Many employers have taken the initiative by restructuring their workforce accordingly. There is widespread use of Library Technicians in technical services

(acquisitions and cataloguing), and in circulation work. There is some resistance to the employment of Library Technicians in reference work, although the more enlightened employers willingly use them to respond to simple bibliographical and directional enquiries. Query negotiation and subject enquiries, particularly on-line searching, are regarded as the preserve of the graduate professional. Some employers are beginning to seek Library Technicians with managerial skills not only in supervisory duties but also in tasks such as budgetting. This is partly a response to the financial pressures being placed on employers which necessitate optimising use of their human resources. It may also be a reflection on the fact that whilst there is much specification of what the lower levels of staff can and can not do, it is not too clear where the boundary with professional duties and competencies lies.

Relationship with professionally qualified staff
In the U.S.A., the American Library Association (ALA) prepared guidelines for Library Technician education programmes, but made no attempt to encourage the adoption of these guidelines. There was apparently some concern that the existence of technician level programmes accredited by the Association might somehow be confused with the accredited programmes for university graduates. Subsequently, during a period when there was a surplus of graduate professionals, the Library Technicians were seen as a threat to the employment prospects of the graduates.

In Czechoslovakia, there is a general shortage of personnel with qualifications at any level in librarianship, and in this fundamentally egalitarian society, relations between the two groups of workers appear to be good.

In Hungary, for much the same reasons, the distinction between the two groups is blurred. Partly to try to reduce the shortage of qualified staff, the leaders of the profession, who are all university graduates have generally tried to arrange educational programmes which provide the best career prospects for the Library Technicians. Changes were introduced into the Library Technician programmes a few years ago which were specifically intended to ensure that the programmes led to a state recognised certificate. Possession of this certificate entitles Library Technicians to a certain minimum salary.

In Australia, the Australian Library and Information Association has issued guidelines for Library Technician programmes and accredits colleges which meet its guidelines. It has also produced work level guidelines to assist employers to review their staffing. The Association encourages Library Technicians into membership of the Association, charging at lower subscription that would be paid by a graduate professional on the same salary, and awarding annual prizes for the best student at each College. Few technicians have shown interest, however, and only about 200 have joined A.L.I.A. Some participate in Association meetings on the basis of their employing institution's membership of ALIA. Generally, however, Library Technicians appear to be more actively interested in supporting Trade Union activity, to establish job classifications and improve salary levels. Graduates with a postgraduate qualification in librarianship seem able to accept Library Technicians rather more easily than graduates whose first degree is in librarianship. Some Library Technicians are becoming critical of the poor work performance of the graduate professionals who are currently their supervisors. Some Library Technicians are competing for professional jobs, and professionals are applying for technician level jobs. Because there is already a surplus of professionals in some parts of the country, it does seem competition for jobs may be a source of tension between the two groups.

Development of educational programmes
In the U.S.A., the educational programmes for Library Technicians were initially a response to the shortages of skilled manpower in the period of post-war development. This coincided

with a decision by the American Library Association to raise the level of courses which it was willing to accredit from Bachelor's degree to Master's degree level. The Library Technician programmes became much more widespread in the late 1960's when government policies created significant demand for library manpower, and also encouraged the expansion of the education system. The Federal government funded a research project in Toledo to develop a curriculum for Library Technicians. This became a model for many others. Several years later, another Office of Education grant enabled the St. Louis Community College at Florissant Valley to survey the needs of the local business community, leading to the successful establishment of new courses in records management as part of the Library Technician programme. At the peak of the Library Technician movement, there were perhaps 130 colleges across the U.S.A. offering courses for Library Technicians, but while they were encouraged in certain States, such as California and Illinois, there was little development in others. Distance learning projects, such as the U.S. Department of Agriculture Graduate School's, or the Oklahoma TV network helped to overcome the geographic problems which are inherent in a country as large as the U.S.A. Many of the courses attracted only small numbers of students and were not regarded as viable in the harsh economic climate in the 1980's. Although ALA did establish guidelines for these programmes, it chose not to offer a system for their accreditation. Individual colleges were left to devise programmes. In at least one State (Indiana), the curriculum was based on an extensive project to profile jobs and analyse tasks. Many of the colleges established local advisory committees which contributed ideas for curriculum development, and which helped to promote the course with local employers. Inevitably, there was a great variety in the structure, content and level of the programmes. Consequently, there was little or no basis for the national recognition of the Library Technician.

In Czechoslovakia, educational programmes for Library Technicians were established in the early 1950's, as part of a programme of reorganisation and reform of the education system initiated by the government to meet the economic and cultural needs of the country. Three specialist Vocational Secondary Schools were established, drawing pupils from throughout each of the main regions, but they have never been permitted by the government planners to enrol enough pupils to meet the demand from employers. Consequently the Schools have had to establish temporary part-time centres in various cities throughout the country, and the national networks of libraries have established their own parallel courses. Other government agencies take a more positive approach to development, and regular revisions of the curriculum take place, under the guidance of the national Research Institute for Vocational Education, usually when the whole of the secondary curriculum is re-considered. There is no local or national forum which is intended solely for educators and employers to exchange opinion on educational issues, but the informal contacts and the national process of evaluating and planning library systems serves much the same purpose.

In Hungary, the educational programmes for Library Technicians also grew out of the national educational reforms initiated by the incoming government in the early 1950's and again following the Russian intervention. Subsequently they have been modified in various attempts to resolve the continual problem of a shortage of skilled manpower. An additional problem is a lack of mobility which results from housing shortages, and attempts have been made to ensure that appropriate training is available in all parts of the country. Curriculum development is supervised by a committee serviced by the training department of the Centre for Library Science and Methodology in the National Library, and including few representative employers.

In Australia, educational programmes for Library Technicians were first established in the early 1970's when the then Library Association of Australia (now ALIA) decided that the

minimum level at which it would accredit professional education would be raised to Bachelor's degree level. This coincided with a period when libraries were expanding, and the growing requirements for skilled manpower were not being met by the Australian education system or by immigration. With the exception of the Northern Territory, there are now colleges in every State offering technician level programmes. In addition, the vast distances between population centres in Australia have resulted in the establishment of distance learning programmes for Library Technicians in two States (South and Western Australia). In one State (Victoria), the curriculum has been based on a detailed job profile and task analysis survey of Library Technicians. ALIA accredits the programmes, and reviews its guidelines for programmes regularly. It is believed that at least 80% of the content of courses is now comparable from college to college. The Commonwealth (ie federal) government has recently established general standards for TAFE colleges' programmes, to ensure that the qualifications they offer are recognised nationally. Most colleges have had local advisory committees to provide links with local employers. Some States are now considering disbanding these, as they feel that they are no longer necessary because of the national supervision of colleges. The Commonwealth's intervention has also resulted in some colleges being required to raise their programme's qualification from Certificate to Associate Diploma level. This "qualification creep" has caused some holders of the Certificate to fear that their qualification has been devalued, even though in many cases the content and level were identical. This seems alarmist, as there are still relatively few qualified Library Technicians, and the competition amongst technicians for technician level jobs is not strong.

Factors contributing to success or failure in the development of Library Technicians
In the U.S.A., the major impetus for development appears to have been the manpower shortage. The willingness of government and other agencies to fund research to develop the curriculum and to establish distance learning projects also helped. At a local level, the local advisory committees were probably the most significant contributor to the success of programmes. Those programmes which remained isolated from local employers were amongst the first to fail. A more serious cause of failure, however, may have been the lack of consistency in the programmes content, level, and qualifications, and the lack of national accreditation mechanisms, which resulted in a lack of real recognition for the programmes. Without recognition, employers were unlikely to offer incentives to staff to complete the courses. Without incentives staff were unlikely to enrol. A decline in the demand for qualified manpower, and pressure on colleges to support only courses with enrolments large enough to be viable resulted in the termination of many programmes. Competition in the job market (whether real or imaginary) between graduate professionals and Library Technicians also appears to have undermined support for the education and employment of Technicians.

In Czechoslovakia, central government intervention has played a major part in the successful establishment of programmes for Library Technicians. It has provided a formal framework for their establishment, and for the continual monitoring of the programmes. There is a clear understanding on the part of employers and other professionals of the role of the Library Technician, and there appears to be little competition between the two groups in the job market. The major problem has been the inflexibility of the national manpower planning system to respond to demand, leaving the library networks to find their own solution.

In Hungary, central government has also played a part, and has been more successful in achieving its aims through educational institutions. The outcome has, however, been fragmented, with different technician level courses being offered by no less than six kinds of agencies. Central direction for curriculum revision aims to overcome conservatism, but it appears to be done in a way which ignores the views of employers and thus undermines the credibility

of the programmes. The fact that the course in the Gimnasia is optional results in it tending to be taken only by weak students, seeking an easy way to raise their marks in the 'maturita' examination for university entrance. It is consequently held in low esteem by the employers. The continuing problem of providing enough skilled manpower in the right place ensures that there is little tension between the various groups.

In Australia, both central government and the professional association (ALIA) have taken an active part in superintending the development of programmes, and in ensuring a degree of consistency across the country. The Association has also followed through the initiatives of individual employers by providing guidelines on work levels. Manpower shortages encouraged the development of Library Technician programmes, but a current, temporary mismatch in supply has brought tensions into a situation which is still fluid. In certain areas there is a surplus of professionally qualified librarians who compete with Library Technicians for technician level jobs. In some areas, librarians are being pressed to employ professionals in technician level posts by external management consultants who hold the mistaken view that graduate professionals would represent better value for money. Moreover, the existence of Library Technicians appears to be not welcomed by unqualified school library aides who feel that their position is threatened, and by clerical staff in larger libraries who see Library Technicians as another form of 'vertical loading' – imposing another layer of managerial staff above them.

Conclusions
Although there are different patterns of education for Library Technicians in the four countries, it is possible to discern some common features.

The role of the Library Technician is not clearly defined, but there does seem to be a movement towards assigning to Library Technicians many routine tasks which were formerly considered to be professional. There is some reluctance to acknowledge the capabilities of the Library Technician, perhaps because this calls for some review of the role of the professional.

The attitude of professionally qualified staff, however, appears to depend largely on the state of the job market, and whether they see Library Technicians as a threat to their employment prospects.

Professional Associations, where they exist and where they have a strong influence on professional development, have a significant part to play in ensuring that technicians are adequately recognised. They can best do this through a system of accreditation of educational programmes. The protection of the status of their existing members appears to be an obstacle to their playing a closer and more positive approach to developing Library Technicians. Central government agencies may also have a part to play in ensuring a consistency in qualifications which enables proper recognition to be given to the education and consequent employment prospects of Library Technicians.

Without guidance from government and/or professional associations, it is inevitable that there will be confusion about the technician programme's curriculum, its aims and content, and about the capabilities of Library Technicians. If employers are not clear about the benefits which they will derive from employing Library Technicians, they are unlikely to provide incentives for their education, and the viability of educational programmes is undermined.

The benefits from the development of Library Technicians are clear. Establishing courses at technician level not only offers individuals a clearly defined level of educational achievement, but can also clarify the content of courses at professional level. A clear division of duties and responsibilities between Library Technicians and graduate professionals makes possible increased job satisfaction at both levels, and can enhance the status of both groups. For an employer, a properly structured workforce can bring improvements in efficiency and

cost effectiveness. On the basis of the study tours of these four countries, the obstacles which stand in the way of progress do not seem insurmountable. A coherent and widely understood national policy is the foundation for development.

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Mobile Library Services as a Functional Unit in Public Library Systems:
The United States context

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Abstract

As a unit of public library services, the mobile library or bookmobile are planned, developed, and managed like branch libraries. Major differences between the United States and Brazil are in: geographic and climatic conditions, transportability of roads, manufacturing of suitable vehicles, and availability of funds for staff, materials, and maintenance.

Cooperative efforts, both among library systems, towns and counties, and states, have enabled the launching of extensive mobile library services for population in remote rural areas as well as in expanding suburban areas.

New technologies, especially communication technologies, promise to make mobile libraries extensions for efficient use of printed, electronic, and audio-visual library resources.

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I. The Purpose of Public Libraries and Mobile Libraries

The IFLA Guidelines for Public Libraries defines the purpose of public libraries as follows:

> Public libraries should be equally available to all members of the community, regardless of race, color, nationality, age, sex, religion, language, status or educational attainment. Place of residence or the possession of physical handicaps should also be no bar to full access to library services: when readers cannnot come to the library, it may be necessary to take the library to them. Resources – – – must be carefully deployed to give maximum benefit to their communities. Each library authority therefore elects to provide a range of services whose variety and depth best suit local needs... (IFLA, 1985:7)

The purpose of mobile libraries, then, is defined in terms of serving "more scattered populations, or locations which need specialized facilities. In urban areas they can serve pockets of population which are isolated by main roads or railways, and new developing communities which will eventually need static branch libraries." As an appropriate order of priorities, when setting up service points in a newly-established or developing library system, it is suggested that first a headquarters as a base for planning and administration and for the development of supporting services are provided for, then main or regional libraries in major centers of population. Priority would be given to towns which might provide a service or an administrative center for a wide area.

There should be, in medium-sized towns, district libraries and branch libraries in small towns and large villages. Mobile libraries and other services should be in rural areas. Both in urban and rural areas, two considerations must be carefully balanced: easy accessibility and depth of service.

When management structure is adopted, the professional librarian, usally head of the public library service, should have direct access to the board or committee which is directly responsible for the service. (IFLA, 1985:37)

The determined objectives of public libraries should provide a basis for formulating more detailed objectives for each library system, which "should be consistent with the general objectives of public libraries, but will reflect specific local circumstances and perceived needs."

II. Public Libraries in the United States

(a) Development. In the United States, the first tax-supported public library enabled by state legislation was that of Boston, which opened in 1854. The social libraries, which existed in the United States from 1750, formed the basis for true public libraries. These libraries were established by voluntary associations of people and were available to anyone who could pay a fee. Most of these social libraries evolved into free, tax-supported public libraries. "By 1896 there were 971 public libraries; by 1926 3,873 providing service to 55 percent of the population; the current 8,865 public libraries provide service to 98 percent of the population." (Bobinski, 1989:355) U.S. public libraries provide service through over 71,000 service points. There are 8,865 individual public libraries; the large libraries have branches – – about 6,350 in total. Services are offered in over 55,000 other locations, e.g. bookmobile stops, deposit collections, etc.

The development of public libraries has not been straightforward. In fact, as Bobinski stated, it has been cyclical with both good and bad times. A great period of expansion from 1890 to World War I was due in part to Andrew Carnegie's philanthropy, which resulted in 1,412 communities receiving funds for 1,679 library buildings. Then, a period of decline followed during the Depression in the 1930s. However, a golden age of library expansion

followed during 1948–1968, followed again by another period of tight budgets and problems.

Some features of public libraries have distinguished them from school, academic, and special libraries. Public libraries serve all age levels and all educational and occupational levels. They try to meet the information needs of everyone. Patrons of other libraries often use also public libraries. For librarians this often creates diversity, excitement, and satisfaction in public library work. Over 38,000 librarians work in public libraries. Public library has been often referred to as the people's university because it is a place for self-learning and self-education.

(b) Services. Public libraries provide a wider range of services than other libraries: Specialized collections, services, and staff are provided to children, young adults, and various categories of adults. Services may be specialized to local business and industry, to minorities, to the institutionalized or homebound, to the illiterate, to the new immigrants, or to migrant workers. Besides main libraries, services are available through branch libraries, deposit collections, bookmobiles or book-by-mail service. Public libraries are expanding their services via online communication systems and other technologies.

Since public libraries serve the entire community, they are much more active in public relations and publicity than other types of libraries. Their publicizing efforts serve two primary functions: attracting library users and increasing financial support by informing the local community about the importance of the local library.

(c) Budget. Another very important, distinctive feature is that public libraries are primarily supported by local taxes and are controlled and administered locally. Although there is some federal and especially state aid, the bulk of public library fiscal support comes from county, town, or city tax money. (Bobinski, 1989:355) Public libraries were first established in cities. In the late nineteenth and early twentieth centuries, the state library extension agencies systematically developed and helped organize libraries in every municipality. Often though, libraries were started in communities too small and too poor to support them at all or to support them at a level to produce reasonably good service. Even now, the laws permitting libraries in every community are still on the books; they set no minimum standards in regard to population or financial support. (*Wheeler & Goldhor's,* 1981:309) It has become evident to librarians that rural areas could never organize municipaltype libraries and that many towns were too small to secure adequate library service by independent action. Laws authorizing county public libraries were enacted and, for the last seventy years, efforts have continued to organize such libraries. Also multi-county libraries have been developed since mid-1930s. In 1935, there were 225 county libraries; in 1944 they numbered 651; and in 1960s over 1000. (*Wheeler & Goldhor's,* 1980:309) Public libraries spend more than US$3 billion annually. Using an index of 100 for 1980 public library expenditures, the index for 1987 was 181 (131 in 1980 dollars). (Bobinski 1989:356) Meeting the financial support for library materials, staff, and maintenance of physcial facilities has been complicated by inflation and the increasing cost of energy.

Theoretically able to include enough people and enough taxable wealth to justify a public library, a multicounty unit, unavoidably, has to cope with the problems of giving service over a large area and to many small groups of people. Mobile libraries and books-by-mail services sometimes have been considered. Furthermore, the county and multicounty library are on step removed from the local community, and consequently it has been difficult to persuade voters to approve the organization of such libraries or to provide anything than minimum tax support. (*Wheeler & Goldhor's* (1980:310)

(d) Planning to Satisfy Major Current Needs. One of the major challenges is how to secure reasonably good library service to all in a situation of increasing scope and complexity. There

is need for greater planning and communication among the libraries in metropolitan centers. For some years, the great movement of population has not been in the cities themselves but in their suburbs, which typically resist consolidation with each other or with the central city. There is the need for public library service to be planned and coordinated, if not also administered, at a level above that of the smallest political unit. Approaches to such planning and coordination are being undertaken by various agencies in the country – – for example, The Urban Libraries Council and the Reference, Research & Resources Councils (3 R's) of New York State. (*Wheeler & Goldhor's* 1980:310)

Professional librarians are well aware that a national plan is needed that will suggest approaches by which to cope with the problems of providing all citizens with library coverage within a reasonable distance, of upgrading the quality of library service where it is now below standard, and of securing effective coordination of public library service in metropolitan areas. There exists a great concern with library development and support in terms of getting materials into the hands of individuals and not in terms of library buildings, whether these are independent local libraries or small branches of a larger system.

The Public Library Association proposed multitype library structures to coordinate public libraries and public library systems with all school, academic, and special libraries in a region. These regional multitype systems were to be affiliated with state, multistate, and national networks. A clear consensus, it was noticed, should be reached on the role of each library and type of library within the system. Due to its universality, the public library should assume, with the state library agency, leadership in negotiating this consensus. Funding for the mulitype systems, it was suggested, should be based on the principle that no member library can be expected to support the total cost of cooperative services solely from its local budget. (Goals, Guidelines 1979:11–12).

The promise and the challenge of library cooperation, whether including systems and networks or perhaps forms of organization not yet seen, are that the total universe of information could now be accessed and used by every citizen as they might choose, throught the local public library as a node in the system. With certainty, there still exist many organizational, political, structural, and attitudinal obstacles, but the techology is available and can be put in place to accomplish it. The major problems, it was speculated, were mainly created by persons involved.

Over 90 percent of public libraries in the U.S. are controlled by boards of trustees of lay people who are locally appointed or elected. The remaining public libraries are a division of local government reporting directly to a mayor, county executive, or city manager. The boards of trustees obtain local funding, determine policy, and delegate responsibility for operation and management to a public library director. This system works very well, protecting the public library against local partisan politics and giving citizens a voice in the library's governance.

Public libraries were the first to establish cooperative library organizations in which they could share resources and provide centralized services such as acquisition and cataloging to member libraries.

(e) Collections. Public library collections total over 500 million books. Circulation is over one billion items per year, ranging from books to computer software and from children's toys and games to audiocassettes, video cassettes, and film. Circulation has risen steadily: to 118 in 1987, up from 100 in 1980, and up from 43 in 1949, when an index is used. (Bobinski, 1989:356)

(f) Standards. The Minimum Standards for Public Library Systems (1966) presented only indirectly standards for individual libraries. Their primary purpose was to ensure that the citizens have available to them library service of at least the caliber described. The emphasis

was on systems of libraries rather than on the independent community library. Although attempting a broad approach, the standards did not express the profession's major new concern: outreach services to meet some of the needs of the urban poor. (Rebenack 1989:320)

III. Mobile Library Services
In terms of providing public library service, many differences exist in the provision of services between countries with strong public library tradition and countries where public libraries are a rarity seeking for approval and acceptance. Mobile library services follow the same path, although in a few countries strong development has taken place. IFLA survey on mobile libraries in selected 15 countries produced the following statistics:

Australia	1	3	2
Brazil	–	11	1
Denmark	–	1	1
GDR	–	1	–
GFR	2	2	2
Hungary	–	–	2
Malaysia	2	6	4
England	1	5	12

Source: (IFLA, 1985) *International Guidelines for Public Libraries*. The Report of a Working Group. IFLA General Conference, Chicago 1985. Appendix III. (2-PUB-1-E)

(*Note:* The statistics were taken from three library systems in each of libraries/book buses.)

It is obvious that the provision of mobile library services differs from one library system and one region to another both in developed and developing countries. In most public libraries, the public library authority can choose one of two alternative methods of providing library service to the community or a combination of both methods: Branch libraries can be established to serve local communities. The second method is the use of mobile libraries to serve citizens living at a distance from libraries in buildings. Developing countries often lack adequate roads and, consequently, there is a limit to which mobile libraries can be used to offer service. Instead, the establishment and administration of branch libraries becomes a critical factor in the effectiveness of public library services in developing countries. (Nzotta, 1987:49)

The collections of most branch libraries are equally small in size. Applying any recommended quantity standard to the collections of the branch libraries seems impractical. Probably the rather inadequate collections to some extent account for the low patronage of the libraries. (Nzotta, 1987:52)

In this connection and for comparison, it is useful to review the IFLA Draft Guidelines for Mobile Libraries (1983). These Guidelines cover operating field possibilites, the construction and interior of mobile libraries, the construction and interior of garages and fixed location book storage areas, working rooms, and offices for mobile libraries, and the composition and size of mobile library collections. Detailed specifications and drawing for vehicles and buildings are provided, with nine possible types of vehicles shown. (IFLA, 1983:35)

The physical size of the bookmobile is used to determine the size for the collection of mobile branch libraries and departments. The basis of bookmobile services and collections is that they are considered as branches of the main or central library functioning within the working-area of a central library or a county library as a branch library, record library, separ-

ate children's department or possible other departments. The mobile library should be an integrated part of the library system. Thus, the basis for selection of library materials for mobile libraries should be the same as in the main library, i.e., the selection should be an integrated part of the general selection and acquisition policy.

The physical size of a mobile library always limits the range and kind of materials. However, in principle the whole collection of the main library (and the library system) should be available for mobile library users. The deficiency or lack of direct access to main collections should be reduced to a minimum by an efficient request service. All materials should have the same loan principles as in a central or a branch library. The collection can include reference and other materials, e.g., audio-visual materials, journals, periodicals, brochures. The main function of the mobile is almost without exception the lending function.

Although the composition of the collection highly depends of the number of adults and children in the area served by bookmobile, a minimum of 50 % of material for adults is advised. The collection can include special materials for, e.g., local community information and also for general referral service. If the mobile has a special task, e.g., service to schools, immigrants, adult education, or literacy programs, this must be taken into account with the composition of the collection.

A catalog in microform of the library system is advisable. A card index often takes too much room. When the catalog is not in the bookmobile, in the United States, the technologies in use for communication with the central library include telephone, packet switching radio, computer terminal, and telefax.

IV. Planning Mobile Libraries as Units of Public Library Systems

In April 1980, the Public Library Association introduced its first planning manual, *A Planning Process for Public Libraries* (*Planning Process* (1980)). Two years later was published *Output Measures for Public Libraries* (*Output Measures* (1982)). The Public Library Association conducted, during the 1980s, a major promotion and dissemination effort and started a work on revisions. In 1987, new editions of the manuals were published under the collective title "The Public Library Development Program" (PLDP). An effort initiated by a small group within PLA to confront and respond to social and economic changes resulted in a continuing process by PLA to promote a major change in the thinking and approach of public librarians.

In 1988, a research team from the School of Library and Information Science at Indiana University began a study of the origin, development, and diffusion of PLA's planning and evaluation manuals. The purpose was to add to the general understanding of means through information about administrative innovations is currently being disseminated among the small and medium-sized public libraries. (Pungitore (1990))

The Public Library Data Service (PLDS) is a new source of statistical data for library administrators. It is prepared by the Public Library Development Program. It provides a timely, selective set of data from public libraries across the country for library administrators and board members to use in identifying top performing libraries, to compare service levels of institutions with similar resources, and to use as documentation in requests for additional funding. The first publication, *Statistical Report 1988* became available in July 1988. A yearly update of the statistical report is prepared, as well as customized reports and on-demand searches.

Data elements collected for each public library surveyed include general information such as population served, registration, holdings, number of branches, and salaries for the director and beginning librarian. Other items cover staffing, sources of income, and operating expenditures. Community measures and output measures data are included only when

provided by responding libraries. Responses are organized by population of legal service area. More than 350 public libraries across North America serving populations over 100,000 are represented.

Data on personnel is available both in statistical figures and in presentations on job descriptions and library organization. As another example of carefully planned positions for librarians involving work in mobile libraries, the job descriptions and the organizational chart of a library, included in T.D. Webb's study on public organization and structure, are in Appendix B.

Before PLDS became available, locating collective data about public libraries for planning and budgeting purposes was more difficult. The data available is still limited by the fact that funding public libraries varies from state to state. The cases of Ohio and Kentucky states are presented as examples.

(a) The State of Ohio. In 1986, a state law was passed in Ohio to fund public libraries on a state income tax. In general, income tax is considered a much fairer tax than property tax. For those who believe that public libraries are a necessity which should be available and freely used by everyone, the income tax is an appropriate funding mechanism for public libraries. It more or less guarantees funding for libraries statewide and leads to the possibility of *mandated* public library service.

The Ohio model has shown that libraries in poorer parts of the state have improved dramatically since the distribution formula includes an equalization factor. At the same time, libraries in more affluent parts of the state have the option of winning supplemental levies. The bottom line is a stable, adequate funding for all Ohio's public libraries with a $19.74 per capita distribution from the state income tax alone. (Long, 1989:49)

The state of Ohio has well-developed extension and book mobile services. In 1984, the number of bookmobiles, including those of OVAL Bookmobile service (3) and the State Library Bookmobile Service (7), totaled 68. These contacted 486 schools and had 1,874 community stops, making 2,360 stops total. Circulation was 4,384,609 items, and 1,538,557 were borrowed by adults. At the same time, the total number of branches was 403 and their total circulation was 35,641,555. Total circulation of all public libraries was 79,726,090, including the circulation of 36,257,733 of adult collections.

A brief summary of Ohio Library Statistics 1984 follows:

Public libraries 250	State Library 1
Total volumes 31,572,400	1,813,416
No of vols added '84 1,896,007	23,117
Total staff 5,635	119
Total professionals 1,207	38
Total operating cost $157,123,899	4,343,671
Expenditures Salary $77,873,286 49.6 %	$2,621,284 60.3 %
Materials $26,442,146 16.8 %	$370,143 8.5 %

(Source: *Statistics of Ohio Libraries 1985.*)

(b) The State of Kentucky. The information on bookmobile service in the state of Kentucky was compiled from the 1988 *Annual report of Public Libraries* (Kentucky, 1988) and it was aimed as assistance in evaluation of present bookmobile program and planning for future services. The cost per circulation was calculated by combining bookmobile costs of the librarian's salary and total bookmobile costs and dividing it by the total bookmobile circulation.

Circulation per day was based on the sample of a bookmobile operating five days a week, eight hours per day compared to the number of weeks on the road. Note that for fiscal year 1988, hours of operation was not collected.

Background information: More than one bookmobile 5 counties (each had 2): Sharing bookmobile 11 counties (in 4 cases 2 counties, in 1 case 3 counties sharing); No bookmobile 6 counties; Not participating in survey 3 counties.

Totals:

	Population	3,618,711	participating
1	Salary, Bookmobile librarian	$8,943	average
2	Bookmobile operating	$1,223	avg
3	Bookmobile repairs	$809	avg
4	Bookmobile insurance	$767	avg
5	Total bookmobile costs	$2,678	avg
6	Number of bookmobiles	110	sum
7	Books & material, total bookmobile circulation only	30,342	avg
8	Bookmobile circulation, %	19 %	percent
9	Total number of bkmble programs	1,531	sum
10	Total no. of bkmble programs (series)	122	sum
11	Total people reached by bookmobile programs	32,490	sum
12	Hours per week bkmble on road	27.02	avg
13	Number of house stops	103	avg
14	Number of school stops	4	avg
15	Number of community stops	20	avg
16	Number of shut-ins	12	avg
17	Number of deposit stations	3	avg
18	Number of programs	8	avg
19	Number of clubs, etc.	7	avg
20	Months each year bkmble runs	11.7	avg
21	Cost per circulation	$0.521	avg
22	Circulation per day	177	avg
23	Hours of operation (not collected)		

These data show the totals and the diversity of services. It is possible to infer that the range of both the cost of services and the services themselves represent a great variance, often regardless of the type of coalition.

V. Coalitions and Cooperation

In some widely separated locations, e.g., New York, Virginia, Illinois, Tennessee, and Washington, the coalition of complex library systems provides a considerable body of evidence of the many advantages a system membership brings. It can also be shown that while many major problems have been solved in the process, there are many problems remaining which system development or membership alone cannot solve. For example:

1. Structure. A Combination of weak libraries does not create a strong system. There may be a problem of distance or small population base, and the nonaffiliation of a relatively strong library can affect the quality of system service, especially in a sparsely settled area.

2. Services. In general, the problem is one of lack of linkage with other systems and

resource libraries. The evidence in places like Illinois seems to indicate that this problem can be readily overcome at the state level among public library systems. Linking together joint efforts among types of libraries (school, academic, and special) is a problem of greater magnitude.

3. Role of the state. Well-financed, strong state libraries have stimulated rapid development of systems. Where the state support is weak either financially or in leadership from the state library, especially in planning support, progress has been slow.

4. Finances. A Major problem can be the inequity of local funding among the members of a system even in those states offering strong financial incentives. In some states, member libraries may have great difficulty raising the supplementary support needed. (Rebenack, 1978:307)

Cooperation and coalition of library systems, evidently, carries a great importance to bookmobile services, both in multicounty or regional library systems. Individual counties have developed their library systems and, thus, also mobile library services independently. To illustrate their processes, three cases are presented.

(a) Fresno County (California) Public Library. (See Naismith, 1989:52–54) the Fresno County Public Library (FCPL) purchased its first bookmobile, "The Bookmobile," in 1962, and another one six years later for the specific purpose of serving area farm workers. The bookmobile, funded from Library Services and Construction Act funds, was called "La Biblioteca Ambulante," which carried library materials to isolated rural areas. People were notified, door to door, and at the camps of migrant farm workers about the bookmobile timetable prior to scheduled runs. Some Spanish-speaking library staff members provided Spanish-language and other specialized materials for classes, youth organizations, and tutorial groups.

In 1975, La Biblioteca Ambulante's LSCA project grant ended, and California's tax-cutting Proposition 13 was passed in 1978, resulting in 50 percent reduction in bookmobile services. The bookmobile service area remained the same, but stops became less frequent. In 1983, the bookmobiles were no longer a service of the San Joaquin Valley Library System; they operated only in Fresno County. The 1980s have brought even greater cutbacks to La Biblioteca Ambulante. The number of stops has been reduced from 33 to five. The Bookmobile, which has several stops, mostly serving migrant children, also serves senior citizen facilities, schools, and general neighborhoods. It has a total of 20 stops, six or seven of which include migrants. These stops are monthly, having changed from biweekly in 1983. In addition, the full-time librarian position has been eliminated. The bookmobile department now consists of two part-time library assistants.

For fulfilling information needs, the bookmobile has failed, due to too short stop time; sometimes 45 minutes once a month. Neither bookmobile provides service on weekends or evenings; consequently, most of the patrons are children. Since many migrant adults work seven days a week, very few ever have the opportunity to use the bookmobile. Those adults that do need specific types of information often obtain it from social service organizations. Libraries need to consider the functions of community agencies in providing information to migrant populations.

In recent years, Fresno County Public Library has pledged a large financial commitment to automation. In literate, upper-class neighborhoods the computer is welcomed as an effective tool. Also, members of these communities are much more vocal about demanding library service than the migrant, minority and low-income patrons. As a result, services for migrants are tending to get short-changed in deference to the more sophisticated needs of wealthier communities.

For the most part, grants are designed to finance innovative programs, not to maintain

existing services. A library might secure a grant to set up bookmobile service to migrant workers, as was done in Fresno, but after a year or two the library would have to provide funding.

Librarians would like to see an extension of the very limited time spent serving adult workers and an increase in the number of stops. They would like to take the bookmobile to sites in the evening and on weekends, to enhance the collection, especially in nonprint materials. A commitment has been made by libraries to serve migrant farm workers. (Naismith, 1989:55)

(b) Bedford (Virginia) Public Library. (Strachan, 1986:65−66) A book-van service in the area served by the Bedford Public Library − − City of Bedford (pop. 5,991) and Bedford County (pop. 34,927) − − was made possible, when the library obtained its regional status as specified in the Virginia State Library Act and qualified for a one-time-only Federal Establishment Grant of $50,929. A research effort was carried out in order to determine the criteria for creating and maintaining a wide variety of services. The library literature was searched for information on outreach services and new bookmobile trends. Several successful outreach operations in Virginia and North Carolina were visited, indicating that bookmobiles were not a dying breed in spite of some rumors to the contrary and that when such services are creative, flexible, and versatile, they can indeed prosper.

The conclusion was that the best service to the people of that area could be achieved with a twofold approach to extension: (1) to improve two existing stations and open three new ones in other county locations; and (2) to establish a bookmobile-type service also to function as a weekly courier for the five stations. The new stations operate with basically the same ground rules as the older ones.

The main library would provide books and other library materials, office supplies, shelves, furniture, charger rental, and insurance. Its budget would pay the part-time salaries (12 hours per week) for the staff at each station. The station personnel was hired from the communities they served on the grounds that qualified local staff would be most effective. The remaining needs would have to be provided by each community: the actual site (rent free), utilities, heat, and maintenance.

The five library stations share facilities with a medical center, a church, a gift shop, an office building, and a former bank/post office. Free space was found, because often the community was willing to pay for the facility.

The grant did not accomodate a standard factory-built bookmobile and three new stations. As a less expensive alternative, specifications were drawn up for converting a step-van, and bids were let to Ford, Chevrolet, and GMC dealers. A Chevrolet 14' step-van was chosen.

Among the many decisions to be made on the bookmobile service were the following:
− Should we convert from gasoline to propane? No.
− Do we need a generator? Yes, to power the lights, heat, charging machine, projector and air conditioning (a must in the hot, humid South).
− Do we need a skylight? No, some leak.
− Do we want a revolving driver's seat? Yes.
− Carpet or linoleum for the floor? Linoleum.
− Wooden or metal shelves? Wood: Pine.
(And so on . . .)

The total cost of the multipurpose van and its conversion was $20,067 (in 1985). It provides room for 2500 books, media materials and numerous storage areas.

The planning of book van stops was started by making numerous contacts − − letters and surveys were mailed to ministers, businessmen, school principals, civic organizations, and

county supervisors. The planners drove hundreds of miles throughout the county looking for suitable locations for van stops. When the residents were polled, it was found that in the areas where residents had easy access to cities, including Bedford, there was less interest in or need for the book van than in the more remote and less accessible areas.

Preparation for service included these steps:

(1) Van conversion
(2) Station installation
(3) Selection, ordering and processing materials (books).
   – multiple copies of favorite easy titles, juvenile titles, current adult fiction;
   – children's titles in reinforced paperback;
   – donated books;
   – books from the main collection;
   – NO separate collection for the extension.
(4) Location: duplicate cards typed for books in the book van; original cards kept in file in the main library; location and date "borrowed" indicated on the original cards. Each location has its own identifying color ink used on the date-due slips.
(5) Staff. The responsibilities were divided between two part-time workers who would work three days per week: two days in the book van, one day in the library. With the increased demand for services, two staff members on the two busiest days of the week.
(6) Promotion of the Services.
   Press releases were sent to newspapers and radio stations.
   Flyers were sent home with over 7500 students in public schools.
   Area churches accepted thousands of bulletin inserts for distribution to their members.
   Posters were placed strategically.
   Grocery stores stuffed flyers in customers' bags.
   Open houses were held.
   The book van was decorated and entered in two Christmas parades.
   Winnie the Pooh passed out flyers on the street.
   (And so on.)

The goal of providing quality service to substantially more people has been met. There are now more than 8000 registered borrowers in a population base of less than 40,000. One in every five city and county residents is a card-carrying member of the Bedford Public Library. The circulation has risen substantially and continues to build as the services become better known and more widely used. For instance, the outreach circulation increased from 11,737 to 24,130 for the first quarter. The support from trustees and governing agencies has provided a strong support for funding. When the initial grant funds had been spent, $25,000 were allocated to maintain the new services. And the users have expressed their pride and pleasure in the new service.

VI. Types of Bookmobiles. In the United States, about thirty companies manufacture bookmobiles. Among them, Thomas Built Buses, Inc. is a company with over 70 years of manufacturing of streetcars, trolley coaches, school buses, and commercial buses, which were modified for library purposes. Bookmobiles have been manufactured for over 30 years. The company has facilites in the U.S., Canada and Quito, Ecuador. Four different models and one specifically modified bus are made for libraries:

(a) Thomas Bookmobile MM, 78" stand-up headroom, 96" wide body; a tight turning radius for safe maneuvering; length from 22'3" to 23'8"; price from $48,000 to $51,000 depending on gas or diesel engine; capacity 1,400 to 2,000 books bases on body size.

(b) Thomas Bookmobile CV, available in four chassis models: GMC, Navistar, Chevrolet and Ford; length from 18' to 32' for the body only, add about 5' for a total length; price $67,000 to $80,000 depending on gas or diesel engine; a roomy interior; capacity 2,000 to 2,900 based on body size.

(c) Thomas Bookmobile MVP has a rear engine; from 31'6" to 36'4"; Caterpillar and Detroit Diesel; prize $75,000 to $85,000 depending on body size; capacity 3,000 to 5,000 books based on body size.

(d) Thomas Transit Liner ER, the largest bookmobile manufactured by the company; rear-engine design; length ranges from 31'8" to 39'7"; price $98,000 to $120,000; large capacity, 3,000 to 5,000 books to carry more material more miles at lower cost, reduced interior noise, heat and fumes; a large underfloor compartment.

(e) Thomas Bookmobile CB; driver's compartment is removed from the main display area; a driver's side door.

For the longevity of buses, it is worth of nothing that Thomas Built Buses, Inc. offers a 5year/100,000 mile warranty on basic body parts as well as interior and exterior paint; a factory direct service; delivery on the MM and CV units 150 to 180 days, MVP and ER units 210 and 225 days. Interior and exterior designs are included in Appendix.

C. (*Thomas Built Buses*, 1989)

Stamford, Connecticut – The Ferguson Library. (*The Ferguson*, 1990) "A Profile – 50 Years of The Ferguson Library Bookmobile Service in Stamford, Connecticut" depicts the history of mobile library service using a variety of vehicles in a city in the North Eastern United States:

> The **first bookmobile** was a book truck with outside shelving, children's books on one side, adults' books on the other. It was started in January 1940. It held 1,500 books and made 25 stops on a 5-day a week schedule. Staffed by two librarians, it circulated 2,800 books the first year. **The second bookmobile** started operating in May 1950; it was a truck-pulled trailer heated by a kerosene stove. It carried 2,000 books to 17 stops on a 6-day a week schedule. The staff had a driver, 2 librarians and 3 part-time workers. It circulated 74,000 items in 1950; 20 people could come inside at a time. **The third vehicle** was also a trailer, drawn by a truck. It was 31 feet long and had a gas heater, was powered by an electrical generator; it carried 3,000 books, and had a 30 person capacity. In the first year, 101,000 books, were circulated; it made 28 stops on a 5-day schedule. The staff included a driver, 2 librarians and 3 part-time workers, assisted in the summer by college students.
>
> **The fourth bookmobile** was the first self-contained vehicle in service from 1970 to 1985 when the present traveling library was dedicated. It was manufactured by the Moroney company (Shrewsbury, Massachusetts). It was 26 feet long and had carpeting and air conditioning. It carried 3,300 books on a 5-day schedule, at from 25 to 30 stops per week during its sixteen years of service. It had a staff of a driver, 2 librarians, and 2 part-time workers. Since 1985, **the fifth vehicle**, a colorful bookmobile, designed by the Ferguson library and built by Moroney company, has been a familiar sight in the city of Stamford and at community events and parades. It is a 39 feet long, all-diesel vehicle, 12 1/2 feet high and 8 feet wide. It carries 5,000 items, including books, video-cassettes, records, magazines, paperbacks, large print books, Express books and best-

sellers to agencies, community centers, shopping centers, corporations, neighbor-hoods, schools, and senior citizens' residences. Its staff includes a driver, 2 librarians, and 3 part-time workers. It makes 32 stops a week and circulated 54,000 items in 1989. The newest addition, in January 1990, is **the bookvan**, which is used as a substitute bookmobile to extend services to individuals and groups in the community. It is 25 feet long. It is also used for library deliveries and general transportation. (*The Ferguson*, 1990)

(Note: A weekly schedule for stops is in Appendix D.)

Acquiring mobile libraries is a major investment and depreciation rate is high.When cost of maintenance, service, and insurance, and wear and tear of the vehicle are combined with the expenses for salaries, wages, benefits, acquisitions, and other usual library expenditures, mobile library always requires a stable financial base and a strong commitment to specialized outreach services.

VII. The Status of Bookmobile Services.

Public libraries have been focus of statistical surveys infrequently. Since the 1960s, only one national survey of public libraries has been carried out. It was conducted in 1974 by the National Center for Education Statistics (NCES) of the U.S. Office of Education, as part of the *Survey* series, *Libraries General Information System (LIBGIS)*. (See Robert David Little, 1978.) The survey revealed that the total number of public library service outlets in the fall of 1974 was 89,142. There were 8,307 central libraries, 5,852 branch libraries, 52,276 bookmobile and other mobile unit stops, and 8,707 other outlets. This survey collected data from all libraries serving 100,000 or more and a sample of 1,148 of the remaining libraries. The sample libraries were stratified by regions. Responses were received from 98 percent of the sampled libraries. (*Wheeler & Goldhor's* 1981:417)

The American Library Directory 1989−90 lists 14,998 public libraries. For the purposes of the Directory, each public library was counted once and then each branch is counted separately. There were 9,068 public libraries, excluding branches; 1,278 main public libraries that have branches; and 5,930 branches. The total number of libraries in the United States was 30,751 including public, academic, armed forces, government and special libraries, and not counting school libraries. (*American Lib Dir 1989−90*, p.x.)

While the statistics on public libraries remain somewhat inconclusive, it is left for specula-tion, to what extent improvement of mobile library services has had – and would have – impact on library services. Various kinds of statistical reports are issued from time to time by state libraries and state library extension agencies, reflecting the data that have been collected by those agencies from local libraries. Since libraries began to keep statistics, the figures and their interpretation have been sharply critized, and it may be hazardous to draw many conclu-sions from statistics, because there exist a lack of continuity, changes of bases and in methods of reporting, and frequent gaps and errors also.

There is also the influence of general economic conditions on such budgets, circulations, and resulting per capita and unit circulation costs. Data based on library operations have to be interpreted in the light of cost index changes, of salaries in similar fields, of cost of mono-graph and serials, and of the growth of school libraries. The library's access to another library, a branch, or any network further complicates the assessment of mobile library services as part of a public library system. To identify all factors essential to research for planning may be a complex task, especially when different local and state regulations prevent the direct applica-tion of practices in another mobile library system.

VIII. Conclusion

The differences among public libraries, as in all other human enterprises, are due to the quality, character, aggressiveness, and innovation of leadership. The administrative policies and actions established and carried on by the library administrators determine the characteristics of library service which are offered to the community. As Carlton Rochel stated, the administrative policies and actions also influence the quality and character of the other two major elements of the library's service program: (1) the personal mediation of the library's information specialists on the behalf of the client-user and the supportive functions provided by staff, and (2) the display, storage, consultation, study space, and equipment that the library provides for the community. (*Wheeler & Goldhor's*, 1981:439−40).

There are many indications that the mobile library does not need to continue its print-dominated service, in which case it will have to eliminate its archival, secondary status in a society which relies more and more on video images and fast communication systems. By developing modern mobile services which make use of media integration, telecommunications, latest technology in energy use, and flexible scheduling, librarians will retain credibility with the taxpayer, the potential customer.

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APPENDIX A
IFLA Round Table on Mobile Libraries. *Draft Guidelines for the Equipment and Operation of Mobile Libraries*. 1983.

3. Guidelines for the quantity of the collection:

3.1. Starting points:

(1)These guidelines refer to the special mobile library colletion of the main library, of which are made up the collections for the mobile library.

(2) The guidelines are based on the CARRYING CAPACITY of a mobile library. The capacity of the bookmobile comes to an average of 3000 volumes, a trailer of 5000 volumns and an articulated lorry of 8000 volumes. (In the framework of this publication other mobile library types are left out of consideration.) This capacity is also appropriate for mobiles containing audio-visual materials as well.

3.1.3. The collection in the bus should be regularly supplied and renewed. The collection should be always up to date. Therefore it is necessary to have a bufferstock (apartly or integrated in other special collections of the library system). When the number of mobile libraries of the main library is smaller, this bufferstock can be smaller as well. Also the loan policy (e.g., how many books per person) can influence the size of the collection.

3.1.4. Experience in different countries showed mobile libraries are used very intensively and, related to fixed libraries, the loan frequency of books is two or three times higher. And because of trembling during the driving, books wear out sooner and have to be repaired and renewed sooner.

3.2. Guidelines:

3.2.1. Regarding the items mentioned above the absolute minimum when a mobile library first is established should be three times the carrying capacity of the vehicle. In a more developed mobile library service this rule of thumb appeared not to be appropriate. The guidelines have to be as mentioned under 3.2.2.

3.2.2. The guidelines for the collection of mobile libraries depends on the number of mobile libraries and/or departments of a central library or a county library and comes (with a starting point of the carrying collection of 3000 volumes) at least to:

for the first mobile	18 000 vols.
for the second mobile	16 500 vols.
for the third mobile	15 000 vols.
for the fourth mobile	13 500 vols.
for each additional mobile	12 000 vols.

The calculation is based on an average capacity of the mobile	3 000 vols.
books on loan (2 per person, 3 000 borrowers)	6 000 vols.
bufferstock and non-circulating (binding, etc.)	9 000 vols.
	18 000 vols.

Note: If the carrying capacity of the mobile is higher or lower the Guidelines have to be adapted. Books on loan (2 per person, 3000 borrowers).

(Note: There are no guidelines for periodicals, journals, etc. For the United States, see *National Bookmobile Guidelines* (Adopted at the Fourth National Bookmobile Conference, Columbus, Ohio, June 18, 1988.) 26 p. Available from The State Library of Ohio, 65 South Front Street, Columbus, OH 43266--0334.)

APPENDIX B.
1. Job Descriptions, Library Q
Librarian, Senior Librarian, Principal Librarian
Summary of Duties: Does reference work and reader's guidance for adults, young adults and children and provides other professional library services to patrons; selects, reviews, indexes; classifies, and catalogs books and other library materials; or supervises a group of professional, subprofessional, and clerical employees and does the more difficult professional work; or directs the daily operation of a library unit; or directs a central library subject department, a library region, a technical services agency, or the mobile services department; or coordinates a system wide service; or does responsible specialized library adminstrative work; and does related work.

Distinguishing Features: Employees of these classes are primarily concerned with making library resources and facilities available to the public. This includes practical arrangement of library materials, giving professional assistance to library patrons, apprising the public of available library resources, and maintaining up-to-date collections of books and other library materials. Much of their work is performed without close supervision and requires considerable judgement and tact in dealing with the public.

A Senior Librarian supervises a branch library or a bookmobile unit, assists in administering a larger unit, or gives staff direction to other library functions. Additionally, a Senior Librarian does more responsible professional work than that of ordinarily assigned to Librarians. A Senior Librarian normally reports to a Principal Librarian.

A Principal Librarian is responsible for the operation of a library region consisting of several branch libraries, or the mobile services department or a specialized library function. In addition to administrative and supervisory responsibilities, an employee of this class solves highly technical problems in professional library work. A Principal Librarian reports to a Division Librarian who is available for consultation on difficult problems.

Examples of Duties: Senior Librarian: Supervises a library branch, bookmobile unit, or unit of a Central Library subject department, or a unit of the Technical Services Division, or assists a Principal Librarian in managing a Central Library subject department; prepares work schedules; selects, trains, and supervises professional, subprofessional, and clerical employees; assures that agency facilities, equipment, and vehicles are in proper condition; makes recommendations for the arrangement of material collections; determines priorities for processing incoming library materials; answers difficult reference questions and adjusts complaints unresolved by Librarians; directs searches for missing books;

Selects or makes recommmendations for acquiring, binding, mending, withdrawing, and replacing library materials; identifies agency needs for budget requests; requisitions supplies and equipment; serves on committees and personnel interview boards; helps organize programs; gives book talks to community groups, writes articles for newspapers, and uses other methods of publicizing services and resources of a library branch or unit; prepares reports of branch or unit operations; may act as regional children' s librarian and advise all children's librarians in the region; may coordinate interlibrary loan activities for the Library Departement; may supervise a book order or serial order unit; may coordinate the transfer of books among branches and between branches and the Central Library; and may act for a Principal Librarian in that employee's absence.
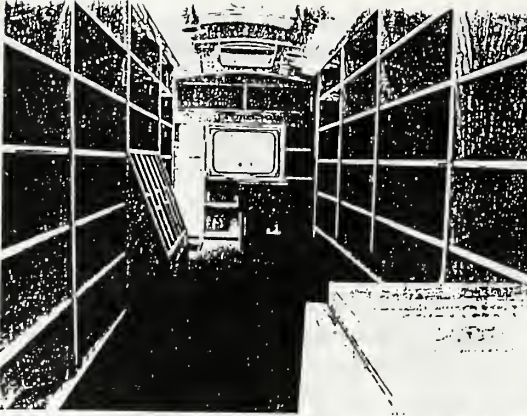
Qualifications: A Masters' s degree in Library Science or comparable fifth year degree in Library Science is required for Librarian. Two years of professional library experience as a Librarian is required for Senior Librarian. Two years of professional library experience as a Senior Librarian is required for Principal Librarian.

Source: Terry D. Webb, *Public Library Organization and Structure*, (Jefferson,NC, and London: McFarland & Company, Inc., 1989), pp. 153–9.

Library Q, chart 1.

Library Q, chart 2.

Library Q, chart 3.

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Source: T.D.Webb, *Public Library Organization and Structure*, (Jefferson, NC and London: McFairland & Co, Inc., 1989), pp. 68–70.
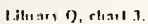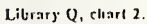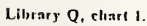
Interior design. Model
Bookmobile CV.
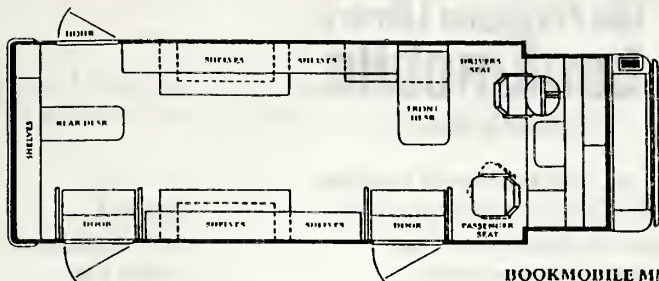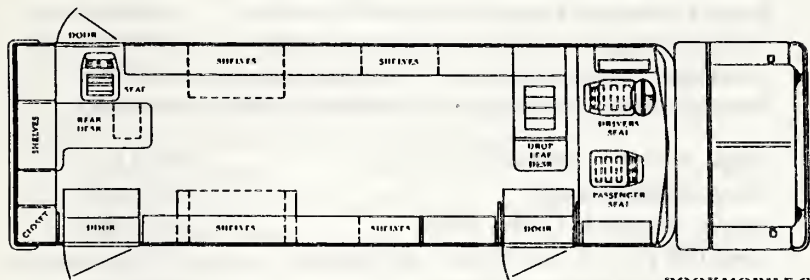

Exterior design. Model
Bookmobile MM.
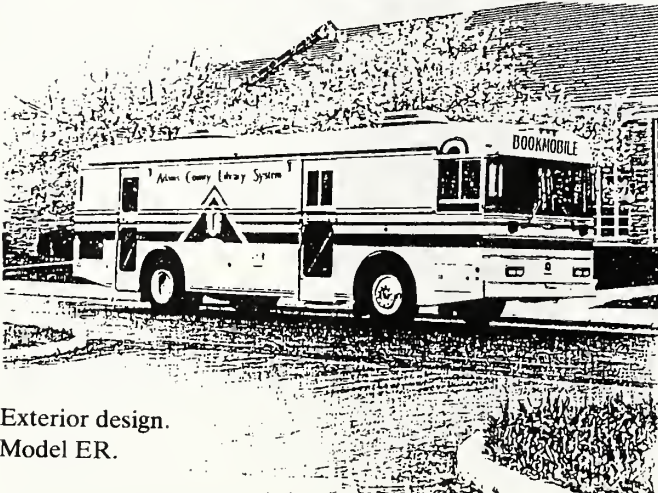
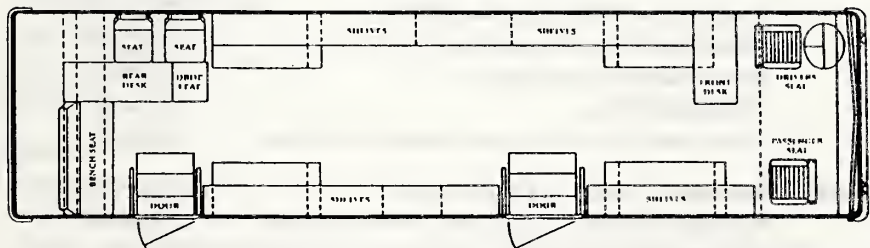Exterior design.
Model ER.

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Thomas Built Buses, Inc. Bookmobile interior designs. (1989)

BOOKMOBILE MM
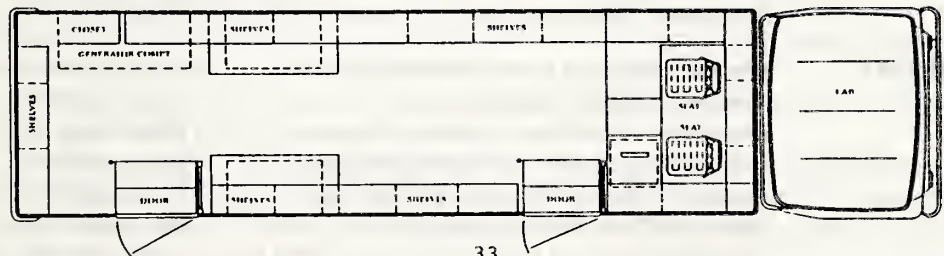
BOOKMOBILE CV

BOOKMOBILE ER

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BOOKMOBILE CB

The Ferguson Library
bookmobile
Weekly Stops

1989−90 Fall/Winter Schedule

MONDAY	Aid for the Retarded-174 Richmond Hill	9:30-10:15
	Pilgrim Tower-25 Washington Court	10:30-11:00
	Rippowam Manor-11 North Street	11:05-11:30
	Eagle Tower Retirement Residence--77 Third Street	11:45-12.30
	Jewish Community Center-1035 Newfield Avenue	1:15-1:45
	Quintard Senior Residence-18 Quintard Terrace	2:00-2:45
	Courtland Gardens Residence-59 Courtland Avenue	3:00-3:45
	Friendship House-28 Perry Street Top Parking Area	4:00-4:45
TUESDAY	Grade-A-Market-240 Shippan Avenue	9:45-11:45
	Clairol-Blachley Road	12:30-1:30
	Shippan Avenue at Lanark Road	1:45-3:00
	Lawn Hill Terrace Apartments-Custer Street	3:15-4:15
	Judy Lane-Off Hamilton Avenue	4:30-8:15
WEDNESDAY	Shippan Avenue-Opposite Wallace Street	10:00-12:00
	Town Center Drive-Opposite GTE	12:30-1:30
	Sylvan Knoll Road-South Edge of Circle	1:45-2:15
	Ursula Place-off Dale Street	2:30-3:00
	Southfield Village	3:15-4:15
	Vidal Court-Merrill Avenue opposite Lione Park	4:30-5:15
THURSDAY	Riverbend Center--911 Hope Street	12:30-1:30
	Newfield Shopping Center--593 Newfield Avenue	2:00-3:30
	Shippan Place Apartments--521 Shippan Avenue	3:45-4:15
	Shippan Avenue at Lanark Road	4:30-5:45
	St. John' s Tower Tresser Boulevard	6:45-7:15
	Stone Gate-Fieldstone Lane off Strawberry Hill	7:30-8:00
FRIDAY	Glenbrok Shopping Center-485 Hope Street	10:00−11:00
	Hanover Hall-1435 Bedford Street	11:15−11:45
	High Ridge Park-Citizens Utilities Company	12:00−1:00
	Roxbury Church-Den and Roxbury Roads	1:30−2:00
	Giovanni's Market-105 Ol Long Ridge Road	2:15−3:00
	Severance Drive and Cold Spring Road	3:30−4:00
	Child Care Center of Stamford-64 Palmers Hill Road	4:15−4:45

Books, magazines and videos may be borrowed without charge at each stop.

For further information call THE FERGUSON LIBRARY 964−1000.

Source: (Fifty) Years of Service 1940−1990. The Ferguson Library Bookmobile. Stamford, Connecticut, (1990). Mimeographed)

Mobile Library Services as a Functional Unit in Public Library Systems
The Brazilian and the United States Contexts

Rosa Maria de Sousa Lanna, Brazil
(1) Mobile Library Service: A Brazilian Scenario

Summary

Abstract

Brazilian society presents a picture of social injustice since 70% of its population is unable to satisfy their basic needs.

Circulation of vital information is a constitutional right of the citizen, which is accomplished by Brazilian organizations involved with the communication process of information, especially the public libraries.

This paper discusses the individual's "right-to-know" and the role of public libraries through mobile library services, as an alternative tool to reach out marginal, isolated and/or scattered communities, in a dialogic process.

A brief history of mobile libraries in Brazil is presented, and a community assisted by Minas Gerais State Public Library bookmobile service is described.

Community's unmet information, especially referral information, is analysed and a necessity to design a strategic planning for implementation of bookmobile services is discussed. Bookmobile is a high investment which, if well planned, can bring tangible benefits to the marginal communities.

Bookmobile collection is questioned and the need to discuss a new governmental policy about easy-to-read books is suggested as a strategy to expose poor readers to information materials.

The public's right to access information is a fundamental right of citizens. However, public library is not aware of the advent of the postmodern society or the information society, as a key to solve problems of poverty. Garfield warns that *"lack of social, legal and technological information exacerbates poverty. The poor and underprivileged constitute a vast information market waiting to be served"*. (4:7)

In a postmodern society wisdom is reached through reflection, knowledge is changed according to the amount of information a group has.

This paper is a contribution for a discussion about mobile library services, an alternative resource that Brazilian public libraries have to alleviate the information gap. This service can be a tool to improve cultural and educational actions together with marginal, isolated and/or scattered communities.

In a Third World country reality the mobile library service can be a mechanism to create a process of change and dynamism of the community and the library. This can be achieved through integrated and well-designed program where vital information can reach out non-users and underusers.

This paper will present an outlook of the Brazilian mobile library services, with a brief critical history, some experiences, and a discussion about the role of the bookmobile service as an alternative element for reducing the lack of vital information for the destitute and marginal communities. A political action to make the citizens aware of their *"right-to-information-access"* should be developed for librarians and users.

2. Brazilian Scenerio

Brazil presents a singular face to the world since it is a country with a double personality. In Jaguaribe's words, *"Brazil is a unitary nation living under the same political system, with one culture, and one language. It does not have any racial or religious conflicts. But, at the same time, it is a dualistic society. A Brazilian minority operates a modern industrial system and lives under conditions similar to that of developed European countries. The majority, about 60% of population, lives off an extremely poor subsistence agriculture in the country or off a no less poor tertiary marginal activity, at the outskirts of the cities or in the metropolitan slums in conditions such as that of the poorest afro-asian societies"*. (6:30)

Kowarick defines marginality as *"any phenomenon that ends up as a form of exclusion of the benefits inherent to the urban industrial society"*. (9:16)

The Brazilian economist, Edmar Bacha once said that *Belindia* should be the right name for Brazil. It is as prosperous a country as Belgium, and as miserable a society as India. Then, the name *Belindia*. No one can bear this double and schizophrenic personality indefinitely. The most recent World Bank Report states that *"20% of the wealthiest Brazilians own 67% of the nation's wealth, and the poors own only 2%"*. (15:21)

The *Belindia* has to find the path for social equality, diversity and participation to become a democratic *Brazilian* society. With an annual inflation of 2.751% (two thousand, seven hundred and fifty one percent) it is almost impossible to imagine how the population of Brazil can live or survive under such conditions. It is a perpetuation of a chaos, but sociologists, politicians, economists and futurists keep repeating: Brazil is one of the most feasible countries in the world.

Brazil, the eighth economy of the occident, has excellent economic indicators: it is the tenth Country in GNP (Gross National Product), the ninth in exportation, and the third in commercial superavit. On the other hand, the social indicators place Brazil in the company of the poorest countries in the world, as demonstrated by the World Bank Report: *"it has*

only a 74th position in education; about one forth of the adults are illiterate; and less than 10%
have not finished high school; 15% of the families live in misery, with a monthly income equal
or inferior to fifteen dollars; 35% – including the previous ones – live under extremely poor
conditions, with a monthly income equal or inferior to thirty dollars". (6:30)

The minimum wage is about fifty dollars and this value do not answer the basic needs of
the individuals. From the statistic data of the governmental institutes of economic research
90% of this salary is spent with food.

The main problems felt by a Brazilian citizen who earns up to two minimum wages
(US$100.00) – 75% of people–are inflation, unemployment hunger and poor health. Under
this reality, information never became a priority for the individual, even if one knows they
need vital information, which is a powerful mechanism to counter poverty tendency.

It is hard to the lower classes to get information and their demand is linked to solving vital
problems. In this context television is the mass media present daily; it appeals to consumer-
ism, always impossible to be satisfied, and creates more marginality and violence.

As Polke shows in a result of an exploratory study about referral information, in a poor
district of Belo Horizonte: (...) *"Vital information obtained through neighboors, friends and*
relatives is for more used than printed information (...) due to illiteracy, lack of reading habits
and low economic resources". (17:159) The author continues: (This situation) *"indicates the*
urgent need of some commitment from the public library in the organization and dissemination
of information referral (...) The oral transmission of information is a dimension with which
librarians should live". (14:156)

2.1. Public library in a reality of crisis

This background shows one of the restraints for the development of a consistent public library
system in Brazil to answer the communities unmet information needs.

Public library can be an alternative and a mechanism of change of this society, but the
stagnation is a cruel reality. *"The distance of the Brazilian public library, in relation to the*
community, is very pronounced both in the physical aspect as in the ideological one". (10:116)

Generally, when there is motivation, political advantage and resources, political leaders
and librarians choose to have a modern building erected in a high level neighbourhood to
answer the need of the elites.

Another problem is the collection. It is almost impossible to find an up-to-date collection
in the Brazilian public libraries. First of all in their majority they are subordinated to a
federal, state or municipal government agency; in the financial budget a book is classified as
a capital investment, that is, the liberation of the monnies is more rigid and controlled.
Secondly, the budget never favours public library services because information and cultural
activities are not considered of high priority for and by the community.

Thirdly, the high prices of reading materials bring up a question about how to get enough
money to develop a serious service and what to prioritize. When you know that fifty dollars
is the monthly minimum wage and a best-seller or a textbook is about twenty dollars and the
price of a magazine is two dollars it is easy to understand this reality.

The National Book Institute (INL) (the federal government agency responsible for the
implementation of a National Public Library System – since 1937) did not achieve its goal or
its objective, yet. Brazil has 26 States and only 3 of them have a complete State Public Library
System with a public library in each municipal district of the State, in their majority with a
small and poor collection. Minas Gerais has one of its 723 municipal districts there is at least
on public library, sometimes only reading rooms without any organization and without any
assistance to the public.

An agreement between the National Book Institute, the Department of Culture and the

municipalities was signed, and twice a year each library receives a book collection, the staff has training courses and technical advice is provided. From a quantitative point of view this is impressive but qualitatively a correct political action must be taken between the institutions involved together with the community to work for the democratic access to information.

In Milanesi's opinion, the National Book Institute policy depicts strong signs of paternalism as do the many sectors in the relation State/people. (13:60)

As this author shows/since 1971, with the reform in the Brazilian high-school system, research became compulsory and public libraries were transformed into school libraries. In their majority the high-schools did not have good libraries so the public libraries (which were somehow better) were adapted for this new demand. The transformation gave them the status of "utility" service since their role is that of a *"help to the poor students"* (13:54, 55).

Finally, and propably the most important point is the alienation of the majority of Brazilian citizens about their rights of having their basic needs answered including that of information.

There is a lack of community consciousness and of participation in reacting to and mobilizing against this sad picture of the public libraries. They should be an instrument of transformation and dynamism of society, through the access to information, towards freedom.

The human citizen is the subject of the right to information. In a postmodern society, information is more than goods with a value, it is linked to society's development.

In a reality where illiteracy, lack of reading habit functional illiteracy is as common as hunger and diseases, the public library has the duty to exercise its role as an instrument of circulation and communication of knowledge for that poor majority to try to eliminate the social cleavages. It can also act as a basic element to close the social gaps and allow for a more democratic access to education.

In this context, marginal groups have the right to have access to this informatized society, aiming at answers to their questions to make decisions and to improve their lives.

2.2. Library extension as a community cultural improvement
Due to the political, economic and social aspects involved, the Third World countries have not developed adequate public library systems or network for their marginal communities.

In Latin American marginal population are groups who live in subhuman conditions in rural areas or in the periphery of the cities. Agudo Guevara shows that *"in 1980 and according to the data of the United Nations, out of the twenty countries of the region, eleven did have a higher than 50% urban population. (...) (and) those (people) are the victims that most suffer of underdevelopment; those are the ones which are most in need of services and programs that contribute to their incorporation to an effective modernization of the societies where they live"*. (1:33)

Brazil is one of these countries and *"more than 70% of its population is urban. Only in the last 10 years, more than 15 million of peasants without instruction migrated to the cities; the majority of them did not succeed in their attempt of becoming incorporated to the modern occupations. Thus the marginal periphery of the cities mushroomed enormously and forced more than 25% of the task force to live under miserable conditions in the informal economy"*. (6:30)

A long way should be explored by the Brazilian library to improve the socio-cultural conditions of this marginal population, normally composed of non-users, who, for many reasons, do not have access facilities to the library services, or not even a library or a book.

The library extension service (or itinerant library communication*) is a relevant tool which the public library has to answer individual and group information demands and interests, acting as an element for interaction with the community. It allows for the growth of both users

* New term defended by the author in her dissertation: *"Library extension in a context of Third World Country: a Brazilian book-box"*.

and librarians. In my view it is necessary to think the library extension concept over as a dynamic educational process. This involves an itinerant library communication which would transform the library into a living institution which opens up new ways, and forces it to be known, useful and inserted into the socio/cultural context of the community.

The library extension services can be either fixed or travelling libraries. Branches are the most common form of fixed libraries and the book mobile (or mobile library) is the alternative which the libraries are using most as travelling libraries. Book-box; train-library, boat-library are other examples of the kind.

3. Mobile libraries services in Brazil

3.1. The lack of studies on mobile library services in Brazil can be a significant factor to answer marginal communities needs.

In 1936 São Paulo Public Library started the first bookmobile service in Latin America. UN-ESCO's first project was implemented in Medellin, Colombia in 1954, 18 years after the Brazilian pioneer experience. It had good results, but due to the lack of gas, during World War II, it had to be abandoned. The use of mobile libraries in Brazilian public libraries should present a high level of development and integration with the society, but reality points otherwise.

In spite of Rubens Borba de Moraes and Mário de Andrade, eminent librarian and director of the São Paulo Public Library who defended the continuation of this service *"to disseminate the reading habit to the population",* the project did not have continuity.

In my view, the superiority of SESI (Industry Social Service)* in using the bookmobile as an instrument to provide *"cultural assistance"* to the workers is clear. Moreover it opened up the services to the community in general, as well. Despite the ideological and patronal interest, SESI used the bookmobile intensively in São Paulo. In 1977, it had 16 vehicles, and covered 74 municipalities nearby São Paulo, and 79 stop points in the periphery of São Paulo. For economic reasons, SESI decided to cancel this program. (10:15)

Mc Carthy gives some exemples: a "mulemobile" service was created in the beginning of the 50's, in São Paulo State. *The librarian rode run on a mule, towing another mule loaded with panniers of books".* Another example was a lending book stall set up on the main avenue of Recife, in Pernambuco. The experience was very popular but it was abandoned in the early 60s. The National Book Institute set handcarts with books in an important square in Rio de Janeiro, in the late 60s, but as the previous experiences this too did not survive. A cute train library worked, in the 70s, in a mountain resort operated by São Paulo State Secretariat of Tourism. It used to stay for one week in small villages, but the idea did not have continuity (11:29–31).

Nowadays government public libraries have about 40 bookmobiles scattered around eight states, helping the population at the outskirts of the big cities. The National Book Institute contributes with 15 vehicles. Governmental Brazilian bookmobile vehicles are in their majority old converted trucks or buses, normally with collection, staff maintainance and fuel expenses problems.

This data is quantitatively insignificant if you know that Brazil has almost the size of the continental United States and a population of 150 million inhabitants; 70% of these live in the urban cities and 25% are destitute, and illiterates. A comparison with Colombia's situation with its 28 millions inhabitants shows the quantitative difference. It can boast of an

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The service was in São Paulo State from 1948 till 1982.

experience which started in 1981 with UNESCO's agreement, and continued in 1985, where 70 mobile units (33 bibliobuses and 37 bibliojeeps) were acquired by the Colombian national government for territorial uses. Colombia mobile library services are developing a planned program with "Support groups" of voluntary community representatives who participate in different activities, and this produces some qualitative difference. (12:98)

Despite the unselfish struggle of some librarians, the Brazilian bookmobile history shows insatisfactory results, both for society and for the institution. The reasons are innumerable, such as lack of planning, shortage of financial support and human and material resources, political injunctions or/and community indifference; these in turn reflect a lack of a national policy oriented towards a true knowledge of the community's unmet information needs.

3.2. Users, Services, Collection and Staff – an Example

In general, mobile library services are developed through the good-will and idealism of some libraries. The objectives of this service are: to try to answer the communities' expectations of reading materials; to develop reading habits; later on to try to create motivation for the establishment of fixed libraries.

A 1981 research of the bookmobile of Minas Gerais State Public Library, developed by Dumont (3:140-1) shows that a dynamic interaction between user and librarian is needed. Reading materials should be related to user's interests, needs and life experiences. Users fluctuation was detected and it is necessary to develop a mechanism of motivation; Kremer and Targino (8:45) in a research developed with the bookmobile user's of the periphery districts of Belo Horizonte, Minas Gerais, and of João Pessoa, Pa raíba detected the same behavior. For these authors, users rotativity is a visible sign of some inadequacy in the system. But, no analysis has been done on this issue yet.

The characteristics of the community population chosen by Dumont reflect the situation of the other nine areas visited by the bookmobile: low income, unemployment, poor health conditions, deficient health assistance, reading and writing difficulties, basic and functional illiteracy community associations. Users are, constituted by children and teenagers, from 7 to 17 mainly female who work as store clerks; factory workers, housekeepers and students. Lending average is about 400 a day in a period of 4 hours; leisure reading is favoured and adults prefer lacrimose love stories, and photonovels and magazines; fairy tales and comics had children preference.

According to Dumont and Kremer, advertising is done through "word of mouth", and it is considered the most attractive and effective promotional media for bookmobile services (3:142) (7:194).

As an element of dynamism in the community (since it comes over and leaves each 15 days) the bookmobile is an strategic "marketing-piece" for itself and this should be considered for its own advertising campaign.

As a library extension service, collection rotation is an important key to the bookmobile action. It must be understood that library activity means a process of chanelling of reading for people's interests, of promoting knowledge for pragmatic community's solutions and changes.

In Minas Gerais State Public Library bookmobile is used almost exclusively for lending books and magazines. It does not have a reference collection; the reason invoked for this is the lack of space, of staff and of conditions to provide answers to the users. There is a small collection of recipes, knitting and crochet recipes.

3.3. Referral Information

It is important to think over the concept of the bookmobile services; one topic to consider is its collection, and the librarian intervention. First of all there is the need of an up-to-date

referral information section with easy pamphlets or easy-to-read books with subjects about: Constitution, legal rights, free health assistance, social benefits, government housing projects, women's rights, free legal assistance, welfare agencies, transportation, retirement, first-aid information, employment information, "how-tos", and so on.

Since a high number of people are basic or functional illiterates, bookmobile staff should be prepared to give oral referral information. It can help to awake individuals consciouness about the benefits they can use or struggle to get. It is necessary to try to interpret information for users with reading difficulties. In this situation of intervention it is fundamental to develop a community research aiming at knowing about the social reality of the users.

Critical group discussions about an issue of relevance to the group, for instance, women's right, can be done during visiting hours; this can be led by a librarian or by an invited specialist in a pre-determined space such as school or church room. This is a political action where users and librarians can work together, and try to develop an organizational work to better their lives.

4. Community's unmet information

4.1. "Right-to-know"
Brazilian Constitution guarantees the right to information to every citizen. In reality, the majority of the individuals suffer from several restrictions to have access even to vital information which may be essential to improve their life conditions.

A serious problem, which reflects the alienation of this individual is not only his/her social isolation but also the lack of awareness about his/her rights. Misinformation about the rights of the citizens crosses over the various social strata of society in Brazil.

Marginalized people, in the cities outskirts, are in worse situation. They are living in miserable conditions; without an identity, that was lost when they left their homeland; they are exposed to a harsh reality, and are unable to react. This immense mass of people forgotten by luck has no access to education. Literacy programmes are called to diminish this sad gap. Public libraries have the duty to participate in this project, as an important support.

The two Brazils have to work towards unifying those two different societies, and the first step is *education*. According to Santos, *"unlike Faustus who sheltered two souls in his chest, Brazilian nation has two bodies looking for a common soul. This lack of coincidence of the social body with the national soul – this cultural alienation – today achieves its moment of crisis"*. (16:1).

Brazilian public library as a cultural space has to think over its role in this society's situation. This organization ought to offer useful and essential referral information to the daily life of its individuals. More than a vehicle of information transfer, bookmobile service should exercise a function of a community information center, trying to meet effectively the information needs of the users, underusers and non-users.

4.2. Strategic planning
Marginal, isolated, destitute and/or scattered communities are groups that the bookmobile can reach out, probably as the only element of exposure to information materials they can have. In this reality, children have minimal exposure to books. For parents, lack of time, high costs public transportation, long distances, housework and lack of motivation are elements which represent an extra effort for them to look for a children's library. Such parents can not visualize any tangible result for their children's basic survival needs in any reading material.

It is necessary to define the fundamental bookmobile mission, its specific objectives, policy

and strategies. These master plans will guide the essential resources to provide the basic objectives of this library extension service.

Idealism, staff commitment and careful planning are not enough to provide a solution for group needs and demands. The bookmobile service requires a well designed strategic planning, based on up-to-date evaluation methods, costs/benefits and environment analyses, sponsors and governmental commitment, real operating costs, key community leaders support, well trained staff, and so on to guarantee tangible benefits to the community.

4.3. Easy-to-read books

Bookmobile service should be designed in accordance to people's reality. Collection is a more serious problem, since the majority of the marginal people has reading problems.

According to the IFLA Standing Committee for Public Libraries, 1989, *"it must be simpler for poor readers to find their way around in libraries. It is important to give a lot more thought to how material is to be presented to the public"*. (5:6)

Library extension services like bookmobiles and book-boxes should have easy-to-read books with different subjects answering different interests like leisure, education, recreation, information in general and referral information. Pamphlets and governmental information can enrich collection as well.

Easy-to-read books are not a part of the publishing Brazilian policy. A working group with educators, librarians, editors, coordinated by the National Book Institute should be organized to discuss and to develop master plans for a pilot project. Experiences from Sweden, Denmark, Holland and India, should be analysed as examples to be considered as a reference point. Brazilian easy-to-read book can be a basic element in the literacy program.

5. Conclusion

5.1. A hope for a new age

It is time for change. A responsibility of the country's elite for the integration of this nation dramatically divided between rich and poor people is, indeed, expected. A development of a new society where social equality, diversity and participation can lead to a democratic nation is a hope.

An integration of the different groups through a relationship between environment and the human beings opening for a new age of communication, and of changes is required. Only in an informatized society where information plays a key role in people's life can Brazilians start a national mobilization against social, educational, cultural and economic injustices. It is a must to face the social problems and to aim at eliminating the absolute misery of 30 millions of people, to whom the basic rights of citizenship are denied.

Public libraries, through the bookmobile services can be an important part in this scenario if both subjects, librarians and users, were alert about the communication process, where *"the transfer of information is a process of messages exchange that has an economic value but can not be seen as exempt of ideology"*. (2:24)

The itinerant library communication process (or library extension service) in a reality of crisis should be viewed as a cultural action in the social environment; its strategy constitutes of a form and of an impelling force of change and dynamism.

In this context, mobile library services, especially the bookmobile, can work as a medium of interaction to promote vital information access mechanisms with a vast power to the marginal communities.

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Book Boat Service in the Archipelago of Stockholm

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Abstract

The archipelago of Stockholm consists of 30,000 islands and skerries, but there are only permanent residents on some of them. The county library of Stockholm started the book boat service in 1953. Ever since the population of the archipelago get books and other media from the floating library twice a year. Even programme activities have been carried through.

The book boat is of great positive value for children and adults and they can in this way take part in the modern public library. The book boat has an important function as extraordinarily good PR for the library service and has the effect of promoting reading not only in the archipelago.

The archipelago of Stockholm is widely famous all over the world because of its beauty, flora and fauna. The 30,000 islands, islets and skerries are situated along the coast of the Baltic and are, especially during the summer, very attractive to the summer guests and tourists, for whom it is easy to get to the archipelago, using their own boats or going by public boat communications.

Earlier there was a fairly large number of permanent residents on the islands, but in recent years an increasing number of people have chosen to live in the archipelago all the year. They support themselves mainly on farming, fishing and tourist services. Several of the settled islands neither have any bridges to the mainland nor any connections by ferries. During winter they may even become totally isolated. In various ways the government – as well as the county council and municipalities of the archipelago – have tried to improve the conditions for the population. Their common goal is to keep the archipelago living and their efforts have resulted in a gradual increase in the population since the seventies.

Pioneer work

The county library of Stockholm took an important initiative when they started the mobile library service in the rural districts on the mainland. It was the duty of the county library, as now, to support the public libraries with supplementary books, to be consultative to them and to co-ordinate the library service. In 1951 the county library bought a bus to provide a library service in the sparsely built-up area of the county. This service was received with great enthusiasm. To give a comparative library service to the inhabitants of the archipelago there had to be other achievements. The municipal libraries are responsible for the library service, but they could not in the same way as the interior municipalities be expected to start branch libraries and smaller lending-departments on all of the islands. There were some efforts to send desposit collections, but it did not function satisfactorily.

The idea of a book boat, which would give the population of the archipelago library service, had been thought of for several years before the first trip toke place in 1953. Some years earlier a small village in Finland, Hitis, and the county library of Svendborg in Denmark, had started with book boat services, but there were completely different conditions than in the

archipelago of Stockholm. The Swedish pioneer had some followers, also in Norway from 1959. Today, however, there are only mobile service by book boat in two areas of Sweden: on the west coast, where the library of Gothenburg and Bohus county supplies the municipal libraries with media mainly for immigrants and refugees, and on the east coast in the Stockholm archipelago.

By book boat in the archipelago of Stockholm

On her first trip the book boat caused great interest and a lot of readers came from the islands. The mass-media, press and radio, covered the book boat service very intensively. Ever since the start the book boat has had an important function as extraordinarily good PR for the library service and has always the effect of promoting reading not only in the archipelago.

The book boat service in the archipelago of Stockholm has more or less been run in the same way since its start. During the early years one of the military boats of the coast artillery was equipped with shelves and the boat brought the books to interested islanders. Nowadays it is the passenger steamer "Gurli" who has her usual furnishing exchanged for shelves. Altogether there is space for about 3,000 volumes of children's and adult books. Gurli makes two trips a year of 5 days each.

Today there are about 8,000 inhabitants in the archipelago of Stockholm, settled on about 150 islands. The book boat goes only to 25 jetties, and follows a time-table which is sent to the islands in advance. The boat will be at each pier from 30 minutes to 3 hours depending on the expected number of visitors. The crew consists of the captain, an engineer and a female cook. The readers are served by two librarians, one of whom is a children's librarian, and one library assistant.

On some of the islands there are lending departments run by some of the interested inhabitants, and they will receive new deposit collections when the book boat comes. On other islands, which the book boat visits, there are persons who take care of the books which are deposited there. These contact persons initiate circulation of the books between the borrowers and they also collect the books before the book boat returns next time.

The reading interests of the inhabitants of the archipelago do not differ from the rest of the population. New novels and a lot of children's books are, for example, always requested. Propably the islanders are more interested in reading about local history, nature, technology, birds, farming, shipping and handicraft, but otherwise there is a variety of books that the staff of the book boat receive requests for. Media which are asked for and which are not brought by the book boat will be sent later by post from the county library.

The book boat has its own media stock, but has of course access to the total stock of the county library, including talking books, ER-(easy-to-read) literature and other special media.

Items issued from the book boat are totally about 10,000 volumes a year. However, every book is estimated to be read by 2 – 3 persons from one visit of the book boat to another. Approximately 35 % of the loans are children's books. This figure has a tendency to increase.

The book boat and the children

Some of the islands have nursery schools as well as primary schools. Also some secondary schools have been established again, because the number of children has grown. For the children the book boat gives a very welcome break to the ordinary school-day. The teachers and their pupils come together to the boat and choose all the books they want to have as a deposit collection until next trip. The school library will in this way acquire a badly needed reinforcement.

School-children have to opportunity to participate in library lessons on board to be trained in handling dictionaries and to be able themselves to get information and find library books.

Sometimes the librarian has organized improvised story-telling for smaller children. On other occasions theatre- and music-groups have accompanied the boat and given short performances for the children.

Culture for grown-ups

Certain programme activities for grown-ups have been carried through. Film shows and lectures have been arranged in connection with the book boat trip. Sometimes authors have followed the trip all the week and their appearances are always very popular. – The book boat has also functioned as a "culture-boat" in another way: art-collections have been brought and it has been possible to borrow pictures in the same way as books. This service has however been discontinued.

Book boat service in the Gothenburg and Bohus county

In the county of Gothenburg and Bohuslän there is, as said before, a book boat service, started in 1956. The western coast is a long one, the islands are bigger and have a large number of inhabitants and many are immigrants. The county library has chosen to use the book boat especially for service to immigrants and refugees. Consequently the boat brings literature in foreign languages for children and grown-ups.

The book boat only goes to the municipal libraries and their branches, not to islands which do not have their own libraries. The librarians come to the book boat along with their immigrant readers, who will help the library staff to choose books in foreign languages. These books are allowed to be in the particular library as a deposit collection. It can be exchanged once or twice a year and then by post because the boat only comes once a year. This arrangement functions very well.

The boat that the county of Gothenburg uses is bigger than Gurli and brings about 7,000 books and it has also more space for activities on board. Often there will be story-telling for children in some immigrant foreign language on board or music arrangements or authors, who tell about their books.

The book boat and its future in the county of Stockholm

The County Council of Stockholm pays all the expenses of the book boat service. These costs, which include the rent of the boat and crew, library staff, media etc., are low in comparison with the costs of other library services of with the average costs of books issued. However, the book boat service has sometimes been questioned.

In Sweden the public library service is a municipal responsibility. Some people say that the municipalities of the archipelago (altogether five of totally 25 in the county) ought to run the library service in the islands themselves. This would be possible in principal, the service would be a reduced one, and mainly for the children. The strengthening of the book stock of the school library, for instance, which has been mentioned above, is for children of different ages. If every municipality of the archipelago had to run the service itself, it would mean considerable costs for each municipality.

The book boat service of the county library cannot be as full as that of a modern public library. But our experience of the service indicates that for many of the islanders, grown-ups and children, it is a good complement to the service that the municipality can offer. The floating library service can be developed further in cooperation between the municipalities of the archipelago and the county library. It is also the intention of the County Council that the book boat service will be continued as one part of the concentration of culture in the archipelago.

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